

Curriculum Map: 1st Grade ELA 2020-2021

Course: Reading1 Sub-topic: Reading

Grade(s): 1

Course Description: *Journeys* is a comprehensive K-6 English language arts program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening and writing.

Course Textbooks, Workbooks, Materials Citations: Journeys Teacher Manuals 1-6 Houghton Mifflin Harcourt 2017

Student Hard cover reading books 1-6

Student Reader's Notebook volumes A and B

Student Close Reader

Student Leveled Readers

Decodable Readers Units 1-6

Student Write in reader workbook

Vocabulary Cards

Wall sound cards

Words to Know flash cards

Think Central teacher/student resources

Unit: Unit 1 Around the Neighborhood

Timeline: Week 1 to 5

Unit Description: In this unit, students explore what they can learn from others in a neighborhood. Concepts to be covered include: vocabulary, oral language, text-based comprehension, speaking/listening, fluency, phonics, spelling, narrative writing.

Unit Essential Questions: What is important about being a friend?

What happens during a storm?

Why is going to school important?

Who can you meet in a neighborhood?

What happens on a train?

Unit Big Ideas: What can you learn from your neighborhood?

Unit Materials: Journeys Teacher Manuals 1

Student Hard cover reading book 1

Student Close Reader

Student Leveled Readers

Decodable Readers Unit 1

Student Write in reader workbook

Vocabulary Cards

Wall sound cards

Blend it books

Words to Know flash cards

Unit Assignments:

narrative writing assignments

Comprehension tests

Reader's notebook assignments

Spelling tests

vocabulary assignments/tests

fluency tests

Unit Key Terminology & Definitions:

Text-based comprehension

craft and structure

speaking/listening

fluency

phonemic awareness

phonics

spelling, grammar, writing

Text-based comprehension

craft and structure

speaking/listening

fluency

phonemic awareness

phonics

spelling, grammar, writing

narrative writing

Unit Notes:

Words to Know presented in Unit One (in order of appearance):

help, he, who, me, look, to, have, do, all, see, the, my, sing, are, play, and, you, be, is, I, a, go, for, funny, good, friend, too, pull, here, many, full, me, we, know, with, hold, what, does, find, they

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends

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| <p>CC.1.1.1.D (Advanced)</p> | <p>and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> |
| <p>CC.1.1.1.E (Advanced)</p> | <p>? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.</p> <p>Read with accuracy and fluency to support comprehension:</p> |
| <p>CC.1.2.1.A (Advanced)</p> | <p>? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| <p>CC.1.2.1.A (Advanced)</p> | <p>Identify the main idea and retell key details of text.</p> |
| <p>CC.1.2.1.B (Advanced)</p> | <p>Ask and answer questions about key details in a text.</p> |
| <p>CC.1.2.1.C (Advanced)</p> | <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> |
| <p>CC.1.2.1.E (Advanced)</p> | <p>Use various text features and search tools to locate key facts or information in a text.</p> |
| <p>CC.1.2.1.F (Advanced)</p> | <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> |
| <p>CC.1.2.1.G (Advanced)</p> | <p>Use the illustrations and details in a text to describe its key ideas.</p> |
| <p>CC.1.2.1.I (Advanced)</p> | <p>Identify basic similarities in and differences between two texts on the same topic.</p> |
| <p>CC.1.2.1.J (Advanced)</p> | <p>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> |
| <p>CC.1.2.1.L (Advanced)</p> | <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> |
| <p>CC.1.3.1.A (Advanced)</p> | <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> |
| <p>CC.1.3.1.B (Advanced)</p> | <p>Ask and answer questions about key details in a text.</p> |
| <p>CC.1.3.1.C (Advanced)</p> | <p>Describe characters, settings, and major events in a story, using key details.</p> |
| <p>CC.1.3.1.D (Advanced)</p> | <p>Identify who is telling the story at various points in a text.</p> |
| <p>CC.1.3.1.E (Advanced)</p> | <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> |
| <p>CC.1.3.1.F (Advanced)</p> | <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> |
| <p>CC.1.3.1.J (Advanced)</p> | <p>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> |
| <p>CC.1.3.1.K (Advanced)</p> | <p>Read and comprehend literature on grade level, reading independently and proficiently.</p> |
| <p>CC.1.4.1.A (Advanced)</p> | <p>Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> |
| <p>CC.1.4.1.B (Advanced)</p> | <p>Identify and write about one specific topic.</p> |
| <p>CC.1.4.1.C (Advanced)</p> | <p>Develop the topic with two or more facts.</p> |
| <p>CC.1.4.1.D (Advanced)</p> | <p>Group information and provide some sense of closure.</p> |
| <p>CC.1.4.1.E (Advanced)</p> | <p>Choose words and phrases for effect.</p> |
| <p>CC.1.4.1.F (Advanced)</p> | <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,</p> |

capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

[CC.1.4.1.G](#)
(Advanced)

Write opinion pieces on familiar topics.

[CC.1.4.1.H](#)
(Advanced)

Form an opinion by choosing among given topics.

[CC.1.4.1.I](#)
(Advanced)

Support the opinion with reasons related to the opinion.

[CC.1.4.1.J](#)
(Advanced)

Create an organizational structure that includes reasons and provides some sense of closure.

[CC.1.4.1.M](#)
(Advanced)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.1.N](#)
(Advanced)

Establish "who" and "what" the narrative will be about.

[CC.1.4.1.O](#)
(Advanced)

Include thoughts and feelings to describe experiences and events.

[CC.1.4.1.P](#)
(Advanced)

Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

[CC.1.4.1.T](#)
(Advanced)

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

[CC.1.4.1.W](#)
(Advanced)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

[CC.1.5.1.A](#)
(Advanced)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.1.B](#)
(Advanced)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[CC.1.5.1.C](#)
(Advanced)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

[CC.1.5.1.D](#)
(Advanced)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CC.1.5.1.E](#)
(Advanced)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.F](#)
(Advanced)

Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

[CC.1.5.1.G](#)
(Advanced)

Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 1.1 What is a Pal?

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B](#) (Advanced)

Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C](#) (Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

[CC.1.1.1.D](#) (Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level

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| CC.1.1.1.E (Advanced) | words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Topic: Lesson 1.2 The Storm

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |

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| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Topic: Lesson 1.3 Curious George

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> ● Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, |

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| | and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 1.4 Lucia's Neighborhood

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | <p>? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | <p>? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.</p> |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |
| | <p>? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use</p> |

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| | context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 1.5 Gus Takes the Train

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | <p>? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? |

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| CC.1.1.1.E (Advanced) | Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Unit: Unit 2 - Sharing Time

Timeline: Week 6 to 10

Unit Description: In this unit, students explore what they can learn about sharing. Concepts to be covered include: complete sentences, sentences that describe, commas in a series, poetry, statements, thank you notes, singular and plural nouns, articles, adjectives.

Unit Essential Questions: What lessons can you learn from story characters?

How do animals communicate?

How is music part of your everyday life?

What makes a story or poem funny?

How can you show a friend that you care about him or her?

Unit Big Ideas: What can you learn about others from sharing?

Unit Materials: Journeys Teacher Manuals 2

Student Hard cover reading book 2

Student Close Reader

Student Leveled Readers

Decodable Readers Unit 2

Student Write in reader workbook

Vocabulary Cards

Wall sound cards

Blend it books

Words to Know flash cards

Think Central teacher/student resources

Unit Assignments:

Informative writing assignments

Comprehension tests

Reader's notebook assignments

Spelling tests

vocabulary assignments/tests

fluency tests

Unit Key Terminology & Definitions:

summarize, key story message, vowels, character, classify, categorize, fairy tale, noun, verb, adjective, period, question mark

Unit Notes:

Unit 2 Words to Know (in order of appearance): away, call, come, every, hear, said, animal, of, how, some, make, why, her, now, our, she, today, would, after, read, draw, was, pictures, write, eat, put, give, small, one, take

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B](#)
(Advanced)

Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C](#)
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

[CC.1.1.1.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.1.E](#)
(Advanced)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.1.A](#)
(Advanced)

Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Advanced)

Ask and answer questions about key details in a text.

[CC.1.2.1.E](#)
(Advanced)

Use various text features and search tools to locate key facts or information in a text.

[CC.1.2.1.F](#)
(Advanced)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.G](#)
(Advanced)

Use the illustrations and details in a text to describe its key ideas.

[CC.1.2.1.I](#)
(Advanced)

Identify basic similarities in and differences between two texts on the same topic.

[CC.1.2.1.J](#)

Use words and phrases acquired through conversations,

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| (Advanced) | reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.K (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting |

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| CC.1.5.1.C (Advanced) | clarification if something is not understood. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

(* standards consolidated from Topic level)

Topic: Lesson 6 - Jack and the Wolf

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 7 - How Animals Communicate

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence.
- [CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
- [CC.1.1.1.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.1.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.2.1.A \(Advanced\)](#) Identify the main idea and retell key details of text.
- [CC.1.2.1.B \(Advanced\)](#) Ask and answer questions about key details in a text.
- [CC.1.2.1.E \(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text.
- [CC.1.2.1.F \(Advanced\)](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- [CC.1.2.1.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- [CC.1.3.1.F \(Advanced\)](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CC.1.3.1.G \(Advanced\)](#) Use illustrations and details in a story to describe characters, setting, or events.
- [CC.1.3.1.K \(Advanced\)](#) Read and comprehend literature on grade level, reading independently and proficiently.
- [CC.1.4.1.A \(Advanced\)](#) Write informative/ explanatory texts to examine a topic and convey ideas and information.
- [CC.1.4.1.B \(Advanced\)](#) Identify and write about one specific topic.
- [CC.1.4.1.C \(Advanced\)](#) Develop the topic with two or more facts.
- [CC.1.4.1.D \(Advanced\)](#) Group information and provide some sense of closure.
- [CC.1.5.1.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- [CC.1.5.1.E \(Advanced\)](#) Produce complete sentences when appropriate to task and situation.

Topic: Lesson 8 - A Musical Day

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence.
- [CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
- [CC.1.1.1.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level

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| CC.1.1.1.E (Advanced) | words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.K (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 9 - Dr. Seuss

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

[CC.1.1.1.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

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| CC.1.1.1.E (Advanced) | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Topic: Lesson 10 - A Cupcake Party

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.1.A \(Advanced\)](#)

Identify the main idea and retell key details of text.

[CC.1.2.1.B \(Advanced\)](#)

Ask and answer questions about key details in a text.

[CC.1.2.1.F \(Advanced\)](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.3.1.C \(Advanced\)](#)

Describe characters, settings, and major events in a story, using key details.

[CC.1.3.1.D \(Advanced\)](#)

Identify who is telling the story at various points in a text.

[CC.1.3.1.E \(Advanced\)](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

[CC.1.3.1.G \(Advanced\)](#)

Use illustrations and details in a story to describe characters, setting, or events.

[CC.1.3.1.H \(Advanced\)](#)

Compare and contrast the adventures and experiences of characters in stories.

[CC.1.3.1.J \(Advanced\)](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.4.1.A \(Advanced\)](#)

Write informative/ explanatory texts to examine a topic and convey ideas and information.

[CC.1.4.1.B \(Advanced\)](#)

Identify and write about one specific topic.

[CC.1.4.1.C \(Advanced\)](#)

Develop the topic with two or more facts.

[CC.1.4.1.D \(Advanced\)](#)

Group information and provide some sense of closure.

[CC.1.4.1.E \(Advanced\)](#)

Choose words and phrases for effect.

[CC.1.4.1.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

• Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

[CC.1.4.1.G \(Advanced\)](#)

Write opinion pieces on familiar topics.

[CC.1.4.1.H \(Advanced\)](#)

Form an opinion by choosing among given topics.

[CC.1.4.1.I \(Advanced\)](#)

Support the opinion with reasons related to the opinion.

[CC.1.4.1.J \(Advanced\)](#)

Create an organizational structure that includes reasons and provides some sense of closure.

[CC.1.4.1.K \(Advanced\)](#)

Use a variety of words and phrases.

[CC.1.5.1.E \(Advanced\)](#)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

Unit: Unit 3 Nature Near and Far

Timeline: Week 11 to 15

Unit

In this unit, students explore what they can learn from nature. Concepts to be covered

Description:

include: proper nouns, sentences that inform, commands, instructions, subjects and verbs, phonics, fluency, informative writing, author's purpose, cause and effect, sequencing.

Unit Essential Questions:

What kinds of plants and animals would you find in the ocean?

How are jungle animals different than animals on a farm?

What changes do the different seasons cause?

Why is it important to have rules?

What makes birds different from mammals?

Unit Big Ideas: What can nature teach you?

Unit Materials: Journeys Teacher Manual 3

Student Hard cover reading book 3

Student Close Reader

Student Levelled Readers

Decodable Readers Unit 3

Student Write in reader workbook

Vocabulary Cards

Wall sound cards

Blend it books

Words to Know flash cards

Think Central teacher/student resources

Unit Assignments:

informative writing assignments

Comprehension tests

Reader's notebook assignments

Spelling tests

vocabulary assignments/tests

fluency tests

Unit Key Terminology & Definitions:

Informational text, author's purpose, proper nouns, subjects/verbs, informative writing, suffixes

Unit Notes:

Unit 3 Words to Know (in order of appearance): blue, little, water, cold, live, where, far, their, been, never, own, brown, off, very, know, out, down, green, open, fall, grow, yellow, goes, new, four, over, two, five, starts, watch, into, three, bird, fly, those, both, long, walk, eyes, or

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B](#)
(Advanced)

Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C](#)
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

[CC.1.1.1.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.1.E](#)
(Advanced)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.1.A](#)
(Advanced)

Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Advanced)

Ask and answer questions about key details in a text.

[CC.1.2.1.C](#)
(Advanced)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

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| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.V (Advanced) | Participate in individual or shared research and writing projects. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

(* standards consolidated from Topic level)

Topic:

Topic: Lesson 11 At Home In The Ocean

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |

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| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.V (Advanced) | Participate in individual or shared research and writing projects. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Topic: Lesson 12 How Leopard Got His Spots

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |

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| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Topic: Lesson 13 Seasons

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|--|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |

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| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |

Topic: Lesson 14 The Big Race

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | <p>? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | <p>? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.</p> |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |
| | <p>? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |

| | |
|---------------------------------------|--|
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 15 Animal Groups

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.E (Advanced) | Choose words and phrases for effect. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |

Unit: Unit 4 Exploring Together

Timeline: Week 16 to 20

Unit Description: In this unit, students discover what they can learn through exploring. Concepts include: questions, compound sentences, names of months, days, holidays, future tense, prepositions, personal narratives, friendly letter.

Unit Essential Questions: What do astronauts do?
What are some different ways to travel?
What do farmers need to grow food?
Why is it important to learn about people from the past?
How can you help a friend who feels sad?

Unit Big Ideas: What can you discover through exploring?

Unit Materials: Journeys Teacher Manuals Unit 4
Student Hard cover reading book 4
Student Close Reader
Student Leveled Readers
Decodable Readers Unit 4
Student Write in reader workbook
Vocabulary Cards
Wall sound cards
Blend it books
Words to Know flash cards
Think Central teacher/student resources

Unit Assignments: Narrative writing assignments
Comprehension tests
Reader's notebook assignments
Spelling tests
vocabulary assignments/tests
fluency tests

Unit Key Terminology & Definitions: Text-based comprehension
craft and structure
speaking/listening
fluency
phonemic awareness
phonics
spelling, grammar, writing

Unit Notes: Unit 4 Words to Know (in order of appearance): around, because, before, bring, carry, light, show, think, about, by, car, could, don't, maybe, sure, there, first, food, ground, right, sometimes, these, under, your, done, great, laugh, paper, soon, were, work, talk, door, more, mother, old, try, use, want, wash

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B](#)
(Advanced) Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C](#)
(Advanced) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

[CC.1.1.1.D](#)
(Advanced) Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.1.E](#)
(Advanced) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.1.A](#)
(Advanced) Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Advanced) Ask and answer questions about key details in a text.

[CC.1.2.1.C](#)
(Advanced) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.1.E](#)
(Advanced) Use various text features and search tools to locate key facts or information in a text.

[CC.1.2.1.F](#)
(Advanced) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.G](#)
(Advanced) Use the illustrations and details in a text to describe its key ideas.

[CC.1.2.1.H](#)
(Advanced) Identify the reasons an author gives to support points in a text.

[CC.1.2.1.I](#)
(Advanced) Identify basic similarities in and differences between two texts on the same topic.

[CC.1.2.1.J](#)
(Advanced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.2.1.L](#)
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.1.A](#)
(Advanced) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CC.1.3.1.B](#)
(Advanced) Ask and answer questions about key details in a text.

[CC.1.3.1.C](#)
(Advanced) Describe characters, settings, and major events in a story, using key details.

[CC.1.3.1.D](#)
(Advanced) Identify who is telling the story at various points in a text.

[CC.1.3.1.F](#)
(Advanced) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.I (Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.Q (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.U (Advanced) | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

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| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

(* standards consolidated from Topic level)

Topic: Lesson 16 What Do Astronauts Do?

Minutes for Topic: 180

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

Topic: Lesson 17 What Are Some Different Ways to Travel

Minutes for Topic: 180

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.
- [CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize the distinguishing features of a sentence.
- ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
- [CC.1.1.1.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.1.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.2.1.B \(Advanced\)](#) Ask and answer questions about key details in a text.
- [CC.1.2.1.C \(Advanced\)](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.2.1.G \(Advanced\)](#) Use the illustrations and details in a text to describe its key ideas.
- [CC.1.2.1.I \(Advanced\)](#) Identify basic similarities in and differences between two texts on the same topic.
- [CC.1.2.1.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.1.A \(Advanced\)](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- [CC.1.3.1.B \(Advanced\)](#) Ask and answer questions about key details in a text.
- [CC.1.3.1.D \(Advanced\)](#) Identify who is telling the story at various points in a text.
- [CC.1.3.1.F \(Advanced\)](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CC.1.3.1.H \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in stories.
- [CC.1.4.1.A \(Advanced\)](#) Write informative/ explanatory texts to examine a topic and convey ideas and information.
- [CC.1.4.1.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
- [CC.1.4.1.G \(Advanced\)](#) Write opinion pieces on familiar topics.
- [CC.1.4.1.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.1.N \(Advanced\)](#) Establish "who" and "what" the narrative will be about.
- [CC.1.4.1.O \(Advanced\)](#) Include thoughts and feelings to describe experiences and events.
- [CC.1.4.1.Q \(Advanced\)](#) Use a variety of words and phrases.
- [CC.1.4.1.T \(Advanced\)](#) With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [CC.1.5.1.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.1.B \(Advanced\)](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Topic: Lesson 18 What Do Farmers Need to Grow Food

Minutes for Topic: 180

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|--|
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.I (Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |

Topic: Lesson 19 Why Is It Important to Learn About People From the Past

Minutes for Topic: 180

STANDARDS

STATE: PA Core Standards (2014)

| | |
|---------------------------------------|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? |

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| | Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one- syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.U (Advanced) | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

Topic: Lesson 20 How Can You Help A Friend Who Feels Sad

Minutes for Topic: 180

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">• Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.U (Advanced) | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Unit: Unit 5 - Watch Us Grow

Timeline: Week 21 to 25

Unit Description: In this unit, students will explore ways they change and grow. Concepts to be covered include: opinion writing, narrative writing, pronouns, cause and effect, visualizing, clarifying, contractions, phonics, and speaking.

Unit Essential Questions: What grows in a garden?
Why do some animals have spots or stripes?
How can you take good care of a pet?
What happens to a tree as it grows?

What can you learn from someone who is from another country?

Unit Big Ideas: In what ways can you grow and change?

Unit Materials: Journeys Teacher Manuals Unit 5

Student Hard cover reading book 5

Student Close Reader

Student Leveled Readers

Decodable Readers Unit 5

Student Write in reader workbook

Vocabulary Cards

Wall sound cards

Blend it books

Words to Know flash cards

Think Central teacher/student resources

Unit Narrative writing assignments

Assignments: Opinion writing assignments

Comprehension tests

Reader's notebook assignments

Spelling tests

vocabulary assignments/tests

fluency tests

Unit Key subject pronouns

Terminology & possessive pronouns

Definitions: indefinite pronouns

contractions

visualize

clarify

analyze

opinion writing

summarize

question

narrative writing

Unit Notes: Unit 5 Words to Know (in order of appearance): few, window, shall, night, noise, world, loudly, story, baby, begins, eight, follow, learning, until, years, young, again, along, began, boy, father, house, nothing, together, ready, kinds, cover, country, earth, warms, soil, almost

STANDARDS: **STANDARDS**

STATE: PA Core Standards (2014)

| | |
|--|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. <p>? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.</p> |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: <p>? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.J | Use words and phrases acquired through conversations, |

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| (Advanced) | reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.P (Advanced) | Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. |
| CC.1.4.1.Q (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

(* standards consolidated from Topic level)

Topic: Lesson 21 - The Garden

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.4.1.F (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.O (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |

Topic: Lesson 22 - Amazing Animals

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence.
- [CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
- [CC.1.1.1.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.1.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.2.1.A \(Advanced\)](#) Identify the main idea and retell key details of text.
- [CC.1.2.1.B \(Advanced\)](#) Ask and answer questions about key details in a text.
- [CC.1.2.1.E \(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text.
- [CC.1.2.1.F \(Advanced\)](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- [CC.1.2.1.G \(Advanced\)](#) Use the illustrations and details in a text to describe its key ideas.
- [CC.1.2.1.I \(Advanced\)](#) Identify basic similarities in and differences between two texts on the same topic.
- [CC.1.2.1.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- [CC.1.3.1.A \(Advanced\)](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- [CC.1.3.1.B \(Advanced\)](#) Ask and answer questions about key details in a text.
- [CC.1.3.1.E \(Advanced\)](#) Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
- [CC.1.3.1.G \(Advanced\)](#) Use illustrations and details in a story to describe characters, setting, or events.
- [CC.1.3.1.H \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in stories.
- [CC.1.3.1.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- [CC.1.4.1.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
- [CC.1.4.1.G \(Advanced\)](#) Write opinion pieces on familiar topics.
- [CC.1.4.1.J \(Advanced\)](#) Create an organizational structure that includes reasons and provides some sense of closure.
- [CC.1.4.1.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
- [CC.1.4.1.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.1.T \(Advanced\)](#) With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [CC.1.5.1.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.1.B \(Advanced\)](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- [CC.1.5.1.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- [CC.1.5.1.E \(Advanced\)](#) Produce complete sentences when appropriate to task and situation.

Topic: Lesson 23 - Whistle for Willie

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
- [CC.1.1.1.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
 ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.2.1.A \(Advanced\)](#) Identify the main idea and retell key details of text.
- [CC.1.2.1.F \(Advanced\)](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- [CC.1.2.1.H \(Advanced\)](#) Identify the reasons an author gives to support points in a text.
- [CC.1.3.1.B \(Advanced\)](#) Ask and answer questions about key details in a text.
- [CC.1.3.1.C \(Advanced\)](#) Describe characters, settings, and major events in a story, using key details.
- [CC.1.3.1.F \(Advanced\)](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CC.1.3.1.G \(Advanced\)](#) Use illustrations and details in a story to describe characters, setting, or events.
- [CC.1.4.1.G \(Advanced\)](#) Write opinion pieces on familiar topics.
- [CC.1.4.1.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.1.P \(Advanced\)](#) Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- [CC.1.4.1.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
- [CC.1.4.1.T \(Advanced\)](#) With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [CC.1.5.1.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.1.B \(Advanced\)](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [CC.1.5.1.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- [CC.1.5.1.D \(Advanced\)](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- [CC.1.5.1.E \(Advanced\)](#) Produce complete sentences when appropriate to task and situation.
- [CC.1.5.1.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

Topic: Lesson 24 -A Tree is a Plant

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.1.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.
 • Recognize the distinguishing features of a sentence.
- [CC.1.1.1.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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| | ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one- syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.M (Advanced) | Write narratives to develop real or imagined experiences or events. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.4.1.O (Advanced) | Include thoughts and feelings to describe experiences and events. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |

Topic: Lesson 25 - The New Friend

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

| | |
|---------------------------------------|--|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. ● Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one- syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |

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| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.4.1.N (Advanced) | Establish "who" and "what" the narrative will be about. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |

Unit: Unit 6 Three Cheers for Us

Timeline: Week 23 to 27

Unit Description: This unit focuses on oral language, vocabulary, text-based comprehension, speaking/listening, foundational skills, fluency, phonemic awareness, phonics, spelling, grammar, writing, differentiated instruction.

Unit Essential Questions: What are some different ways to make art?
 Why is it important to try your best?
 How can weather change your day?
 How can insects be helpful?
 Why is teamwork important in school or sports?

Unit Big Ideas: What new things can you learn through trying and not giving up?

Unit Materials: Journeys Teacher Manuals 6
 Student Hard cover reading book 6
 Student Close Reader
 Student Leveled Readers
 Decodable Readers Unit 6
 Student Write in reader workbook
 Vocabulary Cards
 Wall sound cards
 Blend it books
 Words to Know flash cards
 Think Central teacher/student resources

Unit Assignments: Opinion writing assignments
 Comprehension tests
 Reader's notebook assignments
 Spelling tests
 vocabulary assignments/tests
 fluency tests

Unit Key Terminology & Definitions: compare/contrast, figurative language, opinion writing, base words, exclamations, monitor, clarify, author's purpose, long vowels, adverbs, suffixes, adjectives

Unit Notes: Unit 6 Words to Know (in order of appearance): even, studied, teacher, bear, pushed, surprised, toward, above, always, happy, once, different, high, stories, enough, near, across, head, second, ball, heard, could, cried, large, caught, thought, beautiful, took, minute, friendship, lesson, idea, brothers, everyone, field, loved, most, sorry, only, people

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.1.B](#)
(Advanced)

Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

[CC.1.1.1.C](#)
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

[CC.1.1.1.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.1.E](#)
(Advanced)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.1.A](#)
(Advanced)

Identify the main idea and retell key details of text.

[CC.1.2.1.B](#)
(Advanced)

Ask and answer questions about key details in a text.

[CC.1.2.1.C](#)
(Advanced)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.1.E](#)
(Advanced)

Use various text features and search tools to locate key facts or information in a text.

[CC.1.2.1.F](#)
(Advanced)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CC.1.2.1.G](#)
(Advanced)

Use the illustrations and details in a text to describe its key ideas.

[CC.1.2.1.H](#)
(Advanced)

Identify the reasons an author gives to support points in a text.

[CC.1.2.1.I](#)
(Advanced)

Identify basic similarities in and differences between two texts on the same topic.

[CC.1.2.1.J](#)
(Advanced)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

[CC.1.2.1.L](#)
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.1.A](#)
(Advanced)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CC.1.3.1.B](#)
(Advanced)

Ask and answer questions about key details in a text.

[CC.1.3.1.C](#)
(Advanced)

Describe characters, settings, and major events in a story, using key details.

[CC.1.3.1.D](#)
(Advanced)

Identify who is telling the story at various points in a text.

[CC.1.3.1.E](#)
(Advanced)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

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| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.K (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.O (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.U (Advanced) | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |
| CC.1.4.1.V (Advanced) | Participate in individual or shared research and writing projects. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

(* standards consolidated from Topic level)

Topic: Lesson 1.26 The Dot

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.2.1.I (Advanced) | Identify basic similarities in and differences between two texts on the same topic. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.R (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as |

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| CC.1.4.1.W (Advanced) | needed. |
| CC.1.5.1.D (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.E (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.F (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.G (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 1.27 What Can You Do?

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CC.1.1.1.E (Advanced) | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.F (Advanced) | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |

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| CC.1.4.1.U (Advanced) | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |
| CC.1.4.1.V (Advanced) | Participate in individual or shared research and writing projects. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 1.28 The Kite (From Frog and Toad)

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CC.1.1.1.E (Advanced) | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.C (Advanced) | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| CC.1.2.1.E (Advanced) | Use various text features and search tools to locate key facts or information in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.H (Advanced) | Compare and contrast the adventures and experiences of characters in stories. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.3.1.K (Advanced) | Read and comprehend literature on grade level, reading independently and proficiently. |
| CC.1.4.1.A (Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas and information. |
| CC.1.4.1.B (Advanced) | Identify and write about one specific topic. |
| CC.1.4.1.C (Advanced) | Develop the topic with two or more facts. |
| CC.1.4.1.D (Advanced) | Group information and provide some sense of closure. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |

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| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.K (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.L (Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| | <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.5.1.B (Advanced) | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| CC.1.5.1.C (Advanced) | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 1.29 Hi! Fly Guy

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| | <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. |
| CC.1.1.1.C (Advanced) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. |
| CC.1.1.1.E (Advanced) | Read with accuracy and fluency to support comprehension: |
| | ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.G (Advanced) | Use the illustrations and details in a text to describe its key ideas. |
| CC.1.2.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.2.1.L (Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.D (Advanced) | Identify who is telling the story at various points in a text. |
| CC.1.3.1.E (Advanced) | Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. |
| CC.1.3.1.G (Advanced) | Use illustrations and details in a story to describe characters, setting, or events. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |

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| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.Q (Advanced) | Use a variety of words and phrases. |
| CC.1.5.1.D (Advanced) | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CC.1.5.1.E (Advanced) | Produce complete sentences when appropriate to task and situation. |
| CC.1.5.1.F (Advanced) | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. |
| CC.1.5.1.G (Advanced) | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. |

Topic: Lesson 1.30 Winners Never Quit!

Minutes for Topic: 900

STANDARDS

STATE: PA Core Standards (2014)

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|---------------------------------------|---|
| CC.1.1.1.B (Advanced) | Demonstrate understanding of the organization and basic features of print. |
| CC.1.1.1.C (Advanced) | <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ? Distinguish long from short vowel sounds in spoken single-syllable words. ? Count, pronounce, blend, and segment syllables in spoken and written words. ? Orally produce single-syllable words, including consonant blends and digraphs. ? Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ? Add or substitute individual sounds (phonemes) in one-syllable words to make new words. |
| CC.1.1.1.D (Advanced) | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CC.1.1.1.E (Advanced) | ? Identify common consonant digraphs, final-e, and common vowel teams. ? Decode one and two-syllable words with common patterns. ? Read grade level words with inflectional endings. ? Read grade-appropriate irregularly spelled words. Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.1.2.1.A (Advanced) | Identify the main idea and retell key details of text. |
| CC.1.2.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.2.1.F (Advanced) | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| CC.1.2.1.H (Advanced) | Identify the reasons an author gives to support points in a text. |
| CC.1.3.1.A (Advanced) | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CC.1.3.1.B (Advanced) | Ask and answer questions about key details in a text. |
| CC.1.3.1.C (Advanced) | Describe characters, settings, and major events in a story, using key details. |
| CC.1.3.1.J (Advanced) | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. |
| CC.1.4.1.G (Advanced) | Write opinion pieces on familiar topics. |
| CC.1.4.1.H (Advanced) | Form an opinion by choosing among given topics. |
| CC.1.4.1.I (Advanced) | Support the opinion with reasons related to the opinion. |
| CC.1.4.1.J (Advanced) | Create an organizational structure that includes reasons and provides some sense of closure. |
| CC.1.4.1.K (Advanced) | Use a variety of words and phrases. |
| CC.1.4.1.T (Advanced) | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CC.1.4.1.U (Advanced) | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |
| CC.1.4.1.W (Advanced) | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |
| CC.1.5.1.A (Advanced) | Participate in collaborative conversations with peers and adults in small and larger groups. |

[CC.1.5.1.C \(Advanced\)](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

[CC.1.5.1.D \(Advanced\)](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CC.1.5.1.E \(Advanced\)](#)

Produce complete sentences when appropriate to task and situation.

[CC.1.5.1.F \(Advanced\)](#)

Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

[CC.1.5.1.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.