

East Newark Public School
English Language Arts Curriculum
Grade 1



English Language Arts Grade 1

EAST NEWARK PUBLIC SCHOOL

Course Description

Students in the Grade 1 are emerging and beginning readers. At this level, they will begin strengthening and building upon the phonemic skills they developed in kindergarten. Students will be given adequate time in school for small group and independent reading to practice and develop the strategies they are being taught with the guidance of the teacher. Students will respond to what they read by talking with peers in discussion groups and individually with the teacher during conferences. Students will read to strengthen their decoding and comprehension skills. Additionally, students will engage in the practice of word study. They will be taught to sort words by features (e.g. syllables, sound patterns, etc.). This practice supports beginning readers decoding and encoding skills while also reinforcing connections between words and their correct spellings and pronunciations. Students will learn to write narratives, arguments (opinion), explanatory pieces, and reviews while applying the conventions of Standard English grammar, punctuation, and spelling. Throughout the course of the school year students will be actively engaged in the process of reading and writing and will develop a strong understanding of the concepts outlined in the Grade 1 English Language Arts NJ Learning Standards. A variety of instructional strategies should be woven throughout the literacy block to scaffold student learning in a gradual release model. A gradual release model ensures that students gain an increased level of independence in grade level skills while moving toward mastery of all standards.

Holocaust/Genocide Education

Lessons of the Holocaust and Genocide will be taught in a sensitive way to meet the needs of our students in grades K-5. These lessons will address issues of bias, prejudice, and bigotry, including bullying. Students will learn the importance of tolerance and respect for others who are different. Students will need to acquire and practice skills for resolving conflicts in a peaceful way and for living together in a spirit of mutual cooperation and appreciation for the contributions of others. These lessons shall enable students to identify and analyze applicable theories concerning human nature and behavior. Students will understand that issues of moral dilemma and conscience of prejudice and discrimination, and understand that issues of moral dilemma and conscience have a profound impact on life. Lessons shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Also on the first Monday in October of each year is designated as the Week of Respect. Our district observes this week by providing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying. We also have School Violence Awareness week which begins the third Monday in October of each year. School-wide activities are planned that promote peaceful co-existence, acceptance, and embracing our differences. Also throughout the school year, our Take a Stand lessons are provided by our Social Worker, which teach students to stand up for one another and support every student in our school.

Course Resources

1. JOURNEYS Student Edition
2. JOURNEYS Leveled Readers
3. JOURNEYS Readers Notebook
4. JOURNEYS Teacher's Edition
5. JOURNEYS Digital Focus Wall
6. Caring Makes a Difference: A Curriculum Guide for Grades K-4
<https://4.files.edl.io/233c/06/23/21/203437-b8be0dd3-a036-4a8e-a434-e8d5356072ca.pdf>
7. www.thinkcentral.com
8. www.starfall.com
9. www.readinga-z.com
10. www.raz-plus.com

Pacing Guide

Unit #	Unit Title	Standards	Resources
1	Around the Neighborhood	RL.1.1-5, 7, 10 RI.1.1-2, 5-7, 10 RF.1.1a, RF.1.2b-d, RF.1.3-4 W.1.3, 5, 7-8 SL.1.1a-c, SL.1.2-6 L.1.1a-b, e-f, j, L.1.2b, d-e, L.1.4a, L.1.5a-c, L.1.6	JOURNEYS
2	Sharing Time	RL.1.1-7, 9-10 RI.1.1-10 RF.1.1a, RF.1.2a-d, RF.1.3a-e, RF.1.4 W.1.3, 5-8 SL.1.1a-c, SL.1.2-6 L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6	JOURNEYS
3	Nature Near and Far	RL.1.1-3, 5, 7, 10 RI.1.1-10 RF.1.2a-d, RF.1.3a-c, RF.1.4 W.1.2, 5-8 SL.1.1a-c, SL.1.2-6 L.1.1a-c, e-j, L.1.2a-e, L.1.4a-c, L.1.5a, c-d, L.1.6	JOURNEYS
4	Exploring Together	RL.1.1-7, 9-10 RI.1.1-10 RF.1.1a, RF.1.2a-d, RF.1.3a-e, RF.1.4a-c W.1.1-3, 5-8 SL.1.1a-c, SL.2-6 L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6	JOURNEYS
5	Watch Us Grow	RL.1.1-7, 10 RI.1.1-10 RF.1.1a, RF.1.3a-b,d-e, RF.1.4a-c W.1.3, 5-8 SL.1.1 a-c, SL.1.2-6 L.1.1a,d-e,g,i-j, L.1.2a,c, L.1.4a,c, L.1.5a-d, L.1.6	JOURNEYS
6	Three Cheers for Us!	RL.1.1-7, 9-10 RI.1.1-10 RF.1.1a, RF.1.2a-d, RF.1.3a-e, RF.1.4a-c W.1.1-3, 5-8 SL.1.1a-c, SL.1.2-6 L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6	JOURNEYS

Unit 1 - Around the Neighborhood

Timeframe	September
Overview	In this unit students will think about the main idea, understanding characters, sequences of events, and text and graphic features. They will also learn about story elements in non-fiction texts. During this unit, students will also use big books to evaluate knowledge of print concepts. During this time students will also reinforce their knowledge on letters and sounds. Students will also target high frequency words to build on prior knowledge.
Writing Component	Narrative: In this unit students will develop a strong understanding of Narrative writing. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to create labels and captions in their writing. Develop sentences on a story topic and create class stories. By the end of the unit students will be able to develop stories with two sentences successfully. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● 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 the train?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to write a story/sentences. ● Students will be able to understand the main character in the story. ● Students will be able to use details from a text. ● Students will be able to identify high frequency words. ● Students will be able to discuss how you can be a good friend. ● Students will be able to discuss why going to school is important. ● Students will be able to demonstrate understanding that each one of us is unique and special.

	<ul style="list-style-type: none"> ● Students will be able to apply letter and sound knowledge.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. ● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). ● 8.1.2.A.6 Identify the structure and components of a database.
<p>Standards</p>	<ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. ● RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.2. Identify the main topic and retell key details of a text. ● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ● RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● RI.1.10. With prompting and support, read informational texts at grade level text complexity or above. ● RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ● RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - b. Decode regularly spelled one-syllable words..
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - f. Use frequently occurring adjectives.
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Use end punctuation for sentences.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including

	<p>using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p>Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys

	<ul style="list-style-type: none"> ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p>Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<p>The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.</p>
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 2 - Sharing Time

Timeframe	October
Overview	<p>In this unit students will think about the main idea, understanding characters, sequence of events, text and graphic features and story structure. They will also learn about story elements in biography and informational texts. During this unit, students will also use big books to infer/predict and ask questions. Students will also target high frequency words to build on prior knowledge.</p> <p>During the month of October, lessons and activities are planned to focus on preventing harassment, intimidation, and bullying; and to promote acceptance, peaceful co-existence and embracing our differences.</p>
Writing Component	<p>Informative: In this unit students will develop a strong understanding of the elements of informative writing. They will engage in lessons and writing experiences that will help them to master writing an effective story. By the end of the unit students will be able to write sentences that describe with detailed elaboration, purpose, and organization. Journal writing will assist in strengthening of the writing content.</p>
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● What lessons can you learn from story 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?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to identify character, setting, and plot. ● Students will be able to use details from the story to tell describe a character. ● Students will be able to write a description of a character from a story read in class. ● Students will be able to discuss why it's important to be kind and help each other.
Technology Infusion	<ul style="list-style-type: none"> ● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

	<ul style="list-style-type: none"> ● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). ● 8.1.2.A.6 Identify the structure and components of a database.
<p style="text-align: center;">Standards</p>	<ul style="list-style-type: none"> ● RL.1.1. Ask and answer questions about key details in a text. ● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ● RL.1.6. Identify who is telling the story at various points in a text. ● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. ● RL.1.9. Compare and contrast the adventures and experiences of characters in stories. ● RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. ● RI.1.1. Ask and answer questions about key details in a text. ● RI.1.2. Identify the main topic and retell key details of a text. ● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ● RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● RI.1.7. Use the illustrations and details in a text to describe its key ideas. ● RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. ● RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ● RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details

regarding what happened, use temporal words to signal event order, and provide some sense of closure.

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)

	<p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <ul style="list-style-type: none">● L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">a. Capitalize dates and names of people.b. Use end punctuation for sentences.c. Use commas in dates and to separate single words in a series.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.● L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.<ul style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).● L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.<ul style="list-style-type: none">a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and
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	<p>adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> ● L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
<p style="text-align: center;">Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research

<p>Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p>Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<p>The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.</p>
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 3 - Nature Near and Far

Timeframe	November-December
Overview	In this unit students will be able to create a connection to fiction and non-fiction stories. They will also connect to science and build on their animal knowledge. Students will engage in activities that support their understanding of the main idea, author's purpose and the skill of comparing and contrasting within and across nonfiction texts. Additionally, students will use their knowledge of the structure of nonfiction text to complete an animal research project.
Writing Component	Informative: In this unit students will develop a strong understanding of the elements of fictional text. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to develop strong characters with both internal and external traits. By the end of the unit students will be able to write informative sentences to create reports on animals. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● What kinds of plants and animals would you find in the ocean? ● How are jungle animals different from animals on a farm? ● What changes do the different seasons cause? ● Why is it important to have rules? ● What makes birds different from mammals?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to discover how authors write texts for different reasons. ● Students will be able to understand why authors use different text and graphic features to guide the reader. ● Students will be able to use digraphs in the base of a word. ● Students will be able to identify middle sounds and substitute phonemes with long vowels. ● Students will be able to discuss the importance of being honest and truthful.

	<ul style="list-style-type: none"> • Students will have a better understanding of animals and seasons.
Technology Infusion	<ul style="list-style-type: none"> • 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. • 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). • 8.1.2.A.6 Identify the structure and components of a database.
Standards	<ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text. • RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. • RI.1.1. Ask and answer questions about key details in a text. • RI.1.2. Identify the main topic and retell key details of a text. • RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.7. Use the illustrations and details in a text to describe its key ideas. • RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. • RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds..
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

	<p>a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <ul style="list-style-type: none"> ● SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● SL.1.6. Produce complete sentences when appropriate to task and situation. ● L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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	<ul style="list-style-type: none"> ● L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). ● L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ol style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. ● L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
<p style="text-align: center;">Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support

	<ul style="list-style-type: none"> ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online <ul style="list-style-type: none"> ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online <ul style="list-style-type: none"> ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason.

	<ul style="list-style-type: none"> ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<p>The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.</p>
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 4 - Exploring Together

Timeframe	January-February
Overview	This unit on informational text focuses on the genre of biography: how a biography is generally structured and what kind of information is included. Students will learn how to identify the main topic of a section of text, how to use text features to locate information, and write short informative piece about topic. Finally, each student selects and reads a person’s biography and creates a timeline of important events from that individual’s life.
Writing Component	Narrative: In this unit students will develop a strong understanding of the elements of narrative writing. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to write sentences about themselves. By the end of the unit students will be able to write sentences that describe with detailed purpose, convention, organization and development. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher’s Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● What do astronauts do? ● What are some different ways to travel? ● What do farmers need to grow food? ● How can you help a friend who feels sad? ● Why is it important to learn about people from the past?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will discover why biographies are written to remember individual's effects on the world. ● Students will be able to identify similarities and differences of varying topics. ● Students will learn about important individual both famous and personal. ● Students will demonstrate an understanding that your words and your behavior affect you and others. ● Students will be able to place events in sequence.

Technology Infusion	<ul style="list-style-type: none">● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).● 8.1.2.A.6 Identify the structure and components of a database.
Standards	<ul style="list-style-type: none">● RL.1.1. Ask and answer questions about key details in a text.● RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.● RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.● RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.● RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.● RL.1.6. Identify who is telling the story at various points in a text.● RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.● RL.1.9. Compare and contrast the adventures and experiences of characters in stories.● RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.● RI.1.1. Ask and answer questions about key details in a text.● RI.1.2. Identify the main topic and retell key details of a text.● RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.● RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.● RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.● RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single
 - c. -syllable words by blending sounds (phonemes), including consonant blends.
 - d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - e. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.

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| | <ul style="list-style-type: none"> b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> ● W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ● W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. ● W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). ● W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. ● SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
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- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

	<ul style="list-style-type: none"> b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. ● L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
<p style="text-align: center;">Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support

	<ul style="list-style-type: none"> ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.

Career Education	The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
Interdisciplinary Connections	<ul style="list-style-type: none">• Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 5 - Watch Us Grow

Timeframe	March-April
Overview	Through an exploration of different versions of fiction and non-fiction stories. Students will develop their understanding of story structure, cause and effect, and sequence of events. Students will explore how characters change and how their words and actions can affect the outcome of a story.
Writing Component	Narrative: In this unit students will develop a strong understanding of the elements of narrative writing. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to write sentences about themselves. By the end of the unit students will be able to write sentences that describe with detailed purpose, convention, organization and development. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● What grows in a garden? ● Why do some animals have spots or stripes? ● How can you take good care of a pet? ● How does the gray duckling feel in The Ugly Duckling? ● How would you apply the terms "name-calling and bullying" to the treatment of the Ugly Duckling by the other animals? ● Have you ever felt lonely? ● What can you do to help someone who is feeling lonely? ● What happens to a tree as it grows? ● What can you learn from someone who is from another country?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will learn that characters could be animals. ● Students will understand story structure to help build on details. ● Students will explore different text features. ● Students will explain the terms: name-calling and bullying.

	<ul style="list-style-type: none"> ● Students will apply concepts of respect, trust, and caring to self and others. ● Students will practice r controlled vowels, vowel digraphs, and vowel combinations.
Technology Infusion	<ul style="list-style-type: none"> ● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. ● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). ● 8.1.2.A.6 Identify the structure and components of a database.
Standards	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a.. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

b. Decode regularly spelled one-syllable words.

d.. Distinguish long and short vowels when reading regularly spelled one-syllable words.

e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

	<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online

	<ul style="list-style-type: none"> ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

	<ul style="list-style-type: none"> ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<p>The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.</p>
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 6 - Three Cheers for Us!

Timeframe	May-June
Overview	Students will be provided with adequate opportunities to interact with nonfiction at the higher end of the first grade text complexity band. Throughout this unit students will engage in nonfiction text on a variety of topics. Students should be provided opportunities to read with the teacher, visit the classroom collection of books arranged by category and/or read independently, and respond to general questions.
Writing Component	Informative: In this unit students will develop a strong understanding of the elements of fictional text. They will engage in lessons and writing experiences that will help them to develop skills to write a detailed opinion statement. By the end of the unit students will be able to write opinion sentences to create an opinion paragraph. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● 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? ● What makes a team player?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will learn that fiction texts are read for enjoyment and informational texts (nonfiction) are meant to inform. ● Students will explore that authors write texts for different reasons. ● Students will understand that authors use different text and graphic features to guide the reader. ● Students will practice using prefixes and suffixes to change word meanings. ● Students will demonstrate an understanding that choices have consequences and that making good choices is very important.

<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. ● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). ● 8.1.2.A.6 Identify the structure and components of a database.
<p>Standards</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

	<p>b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest

	<ul style="list-style-type: none"> ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation.

	<ul style="list-style-type: none"> ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
Career Education	The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.