**Unit 2:**

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| **Topic:** | **CCSS:** | **Goals:** | **Projected # of days** |
| Narrative Writing  Journeys TE Unit 2 | 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. | **38** |
| W 1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| 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 1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 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 1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| L1.2a | Capitalize dates and names of people. |
| L 1.2b | Use end punctuation for sentences |
| L 1.2e | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| 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., because). |
| SL 1.1.a,b,c | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  Ask questions to clear up any confusion about the topics and texts under discussion. |
| L.1.5.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). |
| RF 1.1a | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| RF 1.2.c | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| RF 1.2.d | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| RF 1.3.a | Know the spelling-sound correspondences for common consonant digraphs. |
| RF 1.3.g | Recognize and read grade-appropriate irregularly spelled words. |
| 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 events 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.1.7 | 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 prose and poetry of appropriate complexity for grade 1. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| RF.1.4.a,b,c | Read grade-level text with purpose and understanding.  Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Student Learning Objectives: (What Students Need to Be Able to Do)**   * Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure. * With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing. * With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology. * With guidance and support, recall experiences or gather information from provided sources to answer questions. * Add visual displays describing characters, places or events to descriptions for clarification. * Use varied ending punctuations (e.g., period or exclamation mark) and capitalization for dates, names and the beginning of a sentence appropriately when writing. * Apply developmental spelling or phonics-based knowledge to write unfamiliar words. * Engage in collaborative conversations about grade one topics and texts (e.g., book groups, literature circles, and buddy reading) following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn talking, linking ideas to the speakers’ idea, sharing the floor) and asking questions for clarification. * With guidance and support, define words by category and bu one or more key attributes (e.g., duck is a bird that swims). * Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word. * Orally segment and identify phonemes in a single-syllable word e.g., top: /t/-/o/-/p/). * Decode words with common consonant digraphs (e.g., fish, lunch) * Identify and read grade–level high frequency /irregular words in and out of context. * Ask questions posed about key details in a text for clarification using an array of familiar words. * Retell stories, including key details learned from text into logical order. * Use illustrations and key details in a story to describe major events. * Name words and phrases in a poem or story that suggest feelings or appeal to the senses. * Compare and contrast characters’ adventures and experiences in stories. * With prompting and support, read prose and poetry of grade-level complexity. * Use resources (e.g., charts, photographs) in a text to describe key ideas. * Use reading strategies to establish a purpose for reading and to answer comprehension questions about the grade-level text while adjusting reading rate to support accuracy, appropriate rate, and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection). * Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension. | | | |
| **Assessments:**   |  |  |  | | --- | --- | --- | | **Formative:** anecdotal records of students in small group center/activities, one to one conferencing, whole group instruction/discussions, guided reading, in-progress writing samples, talk moves and turn and talk. | **Summative:** Model Curriculum Unit 2 Assessment, assessment on CVC /CVCC words, running records to see reading progress/ comprehension skills | **Authentic:** Published writing piece for narrative writing, letter writing, poetry writing and story writing) | | | | |
| **Interdisciplinary Connections/Science** **RL.1.10** children read weekly leveled readers entitled Dogs, Animals at Night, and Animals Talk found in **T103** in Journeys. Extension: Class project children choose an animal to research and write about. | | | |
| **Technology Integration:**  [**www.spellingcity.com**](http://www.spellingcity.com)spelling and word recognition games  [**www.starfall.com**](http://www.starfall.com)for independent reading and phonics games  [**http://kids.nationalgeographic.com/kids/littlekids/**](http://kids.nationalgeographic.com/kids/littlekids/)kid friendly topics children can respond to in writing  [**http://www.kidsclick.org/**](http://www.kidsclick.org/)a safe search engine for kids created by librarians to conduct research,  <http://www.studyisland.com/web/index/> for students to reinforce CCSS in ELA | | | |
| **Key Vocabulary:**  narrative,experience, publish, produce, temporal words such as,( first next, then, last, beginning, middle and end) story, characters, events, ideas | | | |
| **Useful Sites:** : [www.thinkcentral.com](http://www.thinkcentral.com) for unit 2 activities, [www.clicompass.org](http://www.clicompass.org) go to Intentional Read Aloud Module for ideas that meet RL Standards, (<http://traitspace.scholastic.com> in username enter (traits) and password enter (writing) for writing rubrics and songs to help children remember writing strategies | | | |
| **Text Crosswalk: T305** Write to Describe activity for Writing Standard, **T323** Oral Language Guided Retelling activity for Speaking and Listening Standard, **T394** Phonemic Awareness and Phonics activity for Reading Foundation Standard,  **T316** Develop Comprehension activity for Reading Informational Standard | | | |

\* ELLs: Look in the Journeys TE for ELLs Tab to assist

**Additional Resources:**

***Strategies That Support Comprehension and Fluency***

* Uses illustrations to solve unknown words and make meaning
* Establishes purpose for reading
* Activates prior knowledge
* Makes meaningful predictions
* Uses sentence level context clues to confirm or self-correct (e.g., Does it make sense?)
* Makes meaningful connections to the text (text to text/text to self/text to world)
* Makes inferences
* Reads in a grammatical and linguistically reasonable manner so it sounds the same as oral speech (e.g., Does it sound right?)

***Phonics and Word Analysis Skills***

* Gets mouth ready for first letter and thinks about what makes sense
* Uses graphophonic cues (Sound it out.)
* Looks for “chunks” in words such as word endings, known syllables, etc.

***Matching Students to Text Levels***

**Independent Level** – Students develop fluency as they read these easy and/or familiar books. They increase speed of reading as well as expression as a result. Use these books for independent reading and reading aloud.

**Instructional Level** – Students are reading books that require them to use strategies but they are fluent enough at this level to make meaning. These books are “just right” for guided reading with the teacher or parent at home. They provide some challenges, so the children can practice using strategies and skills.

**Frustrational Level** - This level of text is too difficult for the student. At this level, reading is choppy and does not sound fluent. Move to a lower-level book so the student can read with success and me.

**Leveling Resources**

<http://www.readinga-z.com/> DRA/Guided Reading/ Grade Level Correlation Guide

<http://www.readinga-z.com/basalsearch/> Reading Series Correlation

<http://www.scholastic.com/bookwizard/> Search 50,000 books by book level

<http://lexile.com/fab/> Lexiles

**Matching Books to Readers** by Fountas and Pinnell

**Growing Readers** – by Collins

**Recommended Children’s Literature List**

**Informational Books: Kindergarten & First Grade**

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| --- | --- |
| **Title** | **Author** |
| **Topic** |  |
| Animals/Insects |  |
| About Birds: A Guide for Children | C. Sill |
| Amazing Butterflies and Moths. Eyewitness Juniors series | J. Still |
| Are You a Ladybug? Backyard Books series | J. Allen |
| Be a Friend to Trees. Let’s-Read-and-Find-Out, Stage 2 series | P. Lauber |
| Bugs Are Insects (Let's Read-And-Find-Out Science) | Anne F. Rockwell |
| Bugs! Bugs! Bugs! | Bob Barner |
| Frogs | Nic Bishop |
| From Tadpole to Frog | W. Pfeffer |
| The Magic School Bus: Inside a Beehive | Joanna Cole |
| Bodies, Staying Healthy & Senses |  |
| Bones: Our Skeletal System | S. Simon |
| Cuts, Breaks, Bruises and Burns: How Your Body Heals | J. Cole |
| Healthy Habits | Rebecca Weber |
| Let’s Find Out About Toothpaste | K. Barabas |
| Me and My Amazing Body | Joan Sweeney |
| Me and My Senses | Joan Sweeney |
| My First Body Book | Christopher Rice |
| My Five Senses | Aliki |
| Skin You Live In | Michael Tyler |
| The Brain: Our Nervous System | S. Simon |
| The Heart: Our Circulatory System | S. Simon |
| The Magic School Bus: Inside the Human Body | J. Cole |
| Throw Your Tooth on the Roof: Tooth Traditions from Around the World | S. Beeler |
| Your Insides | J. Cole |
| Your Skin Holds You In | Becky Baines |
| Diversity & Family |  |
| Charlie Parker Played Bebop | Chris Raschka |
| Everybody Cooks Rice | Nora Dooley |
| Families | Ann Morris |
| Hats, Hats, Hats | Ann Morris |
| Houses and Homes | Ann Morris |
| I Like to Play | Marla Stewart Konrad |
| Moonshow: The Flight of Apollo 11 | Brian Focca |
| The librarian of Basra | J. Winter |
| Any books from the Grandmother Series e.g., Grandmother Esther Remembers | Ann Morris |
| Any books from the “That’s Our School Series” e.g.,  That’s Our Nurse | Ann Morris |

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| **Title Topic** | **Author** |
| Food/Gardens |  |
| A Cool Drink of Water | Barbra Kerley |
| Apples | G. Gibbons |
| Apples and Pumpkins | Anne Rockwell |
| Apples for Everyone | Jill Esbaum |
| Blueberries Grow on a Blueberry Bush | Mari Schuh |
| Bread, Bread, Bread or any book by author | Ann Morris |
| Busy day at Mr. Kang’s Grocery Store | A. Flanagan |
| Carrots Grow Underground | Mari Schuh |
| Extra Cheese, Please!: Mozzarella’s journey from cow to pizza | C. Peterson |
| Lettuce Grows on the Ground | Mari Schuh |
| How Did That Get in my Lunchbox? : The story of food | Christine Butterworth |
| Market! | T. Lewin |
| Pumpkins | Ken Robbins |
| Pumpkin Pumpkin | Jeanne Titherington |
| Seed, Soil, Sun | Cris Peterson |
| Seed, Sprout, Pumpkin, Pie | Jill Esbaum |
| Tomatoes Grow on a Vine | Mari Schuh |
| Watch Them Grow | Linda Martin |
| Jobs/Community |  |
| 10 Things I Can Do to Help My World | Melanie Walsh |
| Career Day | Anne Rockwell |
| City Signs | Zoran Milich |
| Everybody Works | Rotner,Shelly & Ken Kreisler |
| Firefighters A to Z:Alphabet | Chis L. Demarest |
| From Cement to Bridge. | A. Mitgutsch |
| Helpers in my Community | Bobbie Kalman |
| Jobs Around my Neighborhood / Oficios en mi vecindario | Gladys Rosa-Mendoza |
| Museums | J. Cooper |
| My Visit to the Aquarium | Aliki |
| Shadows and Reflections | Tana Hoban |
| To be an Artist | Maya Ajmera & John D. Ivanko |
| Whose Coat is This? : A Look at How Workers Cover Up--Jackets, Smocks, and Robes | Laura Purdie Salas, |
| Whose Gloves are These? : A Look at Gloves Workers Wear--Leather, Cloth, and Rubber | Laura Purdie Salas |

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| --- | --- |
| **Title Topic** | **Author** |
| What happens at a supermarket? / Que pasa en un supermercado? | Amy Hutchings |
| Work | Ann Morris |
| Money |  |
| If You Made a Million | D. Schwartz |
| In the Money : A Book About Banking | Nancy Loewe |
| What is Money, Anyway? : Why Dollars and Coins Have Value | Jennifer S. Larson |
| Miscellaneous |  |
| The Important Book | Margaret Wise Brown |
| First the Egg | Laura Vaccaro Seeger |
| Click! A Book About Cameras and Taking Pictures | G. Gibbons |
| Into the Woods: John James Audubon Lives His Dream | R. Burleigh |
| First to Fly: How Wilbur and Orville Wright Invented the Airplane | D. Craig |
| The Way Things Work | David Macaulay |
| Hot, Cold, Shy, Bold | Pamela Harris |
| Do You Know Which Ones Will Grow? | Susan A. Shea |
| National Geographic Little Kids First Big Book of Why | Amy Shields |

**Recommended Children’s Literature List**

**Books Commonly Found in Classrooms**

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| --- | --- | --- |
| Title | Author | Category |
| In the Tall, Tall Grass | Denise Flemming | Alliteration |
| Miss Mary Mack | Mary Ann Hoberman | Alliteration |
| Mouse Mess | Linnea Riley | Alliteration |
| Sam Sheep Can’t Sleep | Phil Cox | Alliteration |
| Sheep, Sheep, Sheep | A. Alba | Alliteration |
| Silly Sally | Audrey Woods | Alliteration |
| Alligators All Around | M. Sendak | Alphabet |
| Alphabears | M. Hague | Alphabet |
| Alphabeasts | W. Edwards | Alphabet |
| Animalia | G. Base | Alphabet |
| Chicka Chicka Boom Boom | Bill Martin, John Archambault | Alphabet |
| Eating the Alphabet | Lois Ehlert | Alphabet |
| Miss Bindergarten Stays Home From Kindergarten | J. Slate | Alphabet |
| Pignic: An Alphabet Book in Rhymes | A. Miranda | Alphabet |
| 26 Letters and 99 Cents | T. Hoban | Alphabet/Numbers |
| Apples and Pumpkins | Anne Rockwell | Concepts |
| Black Cat, White Cat: A Book of Opposites | Chuck Murphy | Concepts |
| Bread, Bread, Bread or any book by author | Ann Morris | Concepts |
| Gilberto and the Wind | Marie Hall Ets | Concepts |
| It Looked Like Spilled Milk | Charles G. Shaw | Concepts |
| M & M Counting Book | Barbara Barbieri McGrath | Concepts |
| My Five Senses | Aliki | Concepts |
| Outside, Inside | Kathleen Fain | Concepts |
| Pumpkin Pumpkin | Jeanne Titherington | Concepts |
| Red Leaf Yellow Leaf | Lois Ehlert | Concepts |
| Rosie’s Walk | Pat Hutchins | Concepts |
| I Know an Old Lady Who Swallowed a Fly | Sims Taback | Cumulative Pattern |
| The House That Jack Built | E. Guifoile | Cumulative Pattern |
| The Napping House Wakes Up | Audrey Wood | Cumulative Pattern |
| The Rose in My Garden | Arnold Lobel | Cumulative Pattern |
| The Very Quiet Cricket | Eric Carle | Cumulative Pattern |
| Too Much Noise | Ann McGovern | Cumulative Pattern |
| Are You My Mother? | P. D. Eastman | Easy To Read |
| Blueberries For Sal | Robert McCloskey | Easy To Read |
| Goodnight Moon or any book by author | Margaret Wise Brown | Easy to Read |
| It’s Not Easy Being Big! | Stephanie St. Pierre | Easy To Read |
| More More More Said the Baby | Vera B. Williams | Easy To Read |
| The Very Hungry Caterpillar | Eric Carle | Easy To Read |
| Yo! Yes? | Chris Raschka | Easy To Read |
| A Chair for My Mother | Vera B. Williams | Narrative |
| Bear Snores On | Karma Wilson | Narrative |
| Click Clack Moo | Doreen Cronin | Narrative |
| Epossumondas | Colleen Salley | Narrative |
| Go Away, Big Green Monster | Ed Emberly | Narrative |
| Goldilocks and the Three Bears | J. Marshall | Narrative |
| Hannah’s Collections | Marthe Jocelyn | Narrative |
| I Like Things | Margaret Hillert | Narrative |
| Jacket I Wear in the Snow | Shirley Neitzel | Narrative |
| Title | Author | Category |
| Josephina: The Great Collector | Diana Engel | Narrative |
| Maebelle’s Suitcase | Tricia Tusa | Narrative |
| Mouse Paint | Ellen Stoll Walsh | Narrative |
| Tar Beach | Faith Ringgold | Narrative |
| The Button Box | Marguerite Reid | Narrative |
| The Carrot Seed | Ruth Krauss | Narrative |
| The Grouchy Ladybug or any book by author | Eric Carle | Narrative |
| The Puddle Pail | Elisa Kleven | Narrative |
| The Three Billy Goats Gruff | Paul Galdone | Narrative |
| Little Blue and Little Yellow | Leo Lionni | Narrative |
| Shoes From Grandpa | Mem Fox | Narrative |
| Stone Soup | M. Brown | Narrative |
| The True Story of the Three Little Pigs | Jon Scieszka | Narrative |
| The Three Bears | Paul Galdone | Narrative |
| Whistle for Willie or any book by author | Ezra Jack Keats | Narrative |
| A Bug in a Rug | G. Patrick | Phonological |
| A My Name is Alice | Jane Bayer | Phonological |
| Big Pig on a Dig | Phil Cox | Phonological |
| Click, Clack, Moo | Doreen Cronin | Phonological |
| Dan The Flying Man | J. Cowley | Phonological |
| May I Stay Home Today? | A. Butler, P. Neville | Phonological |
| The Flea’s Sneeze | Lynn Downey | Phonological |
| Toad Makes a Road | Phil Cox | Phonological |
| Duck in the Truck | J. Alborough | Predictable |
| Good-Night Owl | P. Hutchins | Predictable |
| If You Give a Mouse a Cookie | Laura Joffe Numeroff | Predictable |
| Little Red Riding Hood | Paul Galdone | Predictable |
| Mrs. Wishy-Washy | J. Crowley, J. Melser | Predictable |
| The Wheels on the Bus | M. Kovalski | Predictable |
| The Gingerbread Boy | P. Galdone | Predictable |
| Brown Bair, Brown Bear, What Do You See? | Bill Martin | Repetition |
| Caps for Sale | Esphyr Slobodkina | Repetition |
| Chicken Little | Laura Rader | Repetition |
| Happy Birthday, Moon | Frank Asch | Repetition |
| Miss Spider’s Tea Party | Dave Kirk | Repetition |
| Over in the Meadow | John Langstaff | Repetition |
| The Doorbell Rang | Pat Hutchins | Repetition |
| The Mitten | Jan Brett | Repetition |
| The Three Little Pigs | Paul Galdone | Repetition |
| This Old Man or Joseph Had a Little Overcoat | Sims Taback | Repetition |
| We’re Going on a Bear Hunt | Michael Rosen | Repetition |
| Who Took the Cookies from the Cookie Jar? | Bonnie Philemon,Lass Sturges | Repetition |
| A House is a House For Me | M. A. Hoberman | Rhyme |
| A Pig Is Big | Douglas Florian | Rhyme |
| Down By the Bay | Raffi | Rhyme |
| Honey, I Love | Eloise Greenfield | Rhyme |
| How Does the Wind Walk? | Nancy White Carlstrom | Rhyme |
| I Can’t, Said The Ant | P. Cameron | Rhyme |
| Is Your Mama a Llama? | Deborah Guarino | Rhyme |
| The Itsy Bitsy Spider | Iza Trapani | Rhyme |
| James and the Rain | Karla Kuskin | Rhyme |
| Miss Polly Has A Dolly | Pamela Duncan Edwards | Rhyme |
| Mooses Come Walking | Arlo Guthrie | Rhyme |
| Sheep in a Jeep | Nancy Shaw | Rhyme |
| The Cat in the Hat or any book by author | Dr. Seuss | Rhyme |
| The Wind Blew | Pat Hutchins | Rhyme |
| Tortillitas Para Mama & Other Nursery Rhyme | Margot C. Griego | Rhyme |

**Recommended Children’s Literature List**

**Recent Books**

|  |  |
| --- | --- |
| **Title** | **Author** |
| A Pocket Full of Kisses | Audrey Penn, Barbara Leonard Gibson |
| A-Tisket, A-Tasket | Ella Fitzgerald |
| Alphabet Mystery | Audrey Wood |
| And Here’s To You | David Elliott |
| Bear Wants More | Karma Wilson |
| Black All Around | Patricia Hubbell |
| Boom Chicka Rock | John Archambault |
| Dance | Bill T. Jones, Susan Kuklin |
| Diary of a Worm | Doreen Cronin |
| Don’t Let the Pigeon Drive the Bus | Mo Willems |
| Drat That Fat Cat | Pat Thomas |
| Epossumondas | Colleen Salley |
| Four Friends Together | Sue Heap |
| Giraffes Can’t Dance | Giles Andreae, Guy Parker-Rees |
| Go Track a Yak! | Tony Johnston |
| Hey, Little Ant | Phillip Hoose, Hannah Hoose |
| Just Enough and Not Too Much | Kaethe Zemach |
| Little Quack | Lauren Thompson |
| Lunchtime for a Purple Snake | Harriet Ziefert |
| Mary Smith | Andrea U’Ren |
| Moo Who? | Margie Palatini |
| Mr. Seahorse | Eric Carle |
| Mrs. Chicken and the Hungry Crocodile | Won-Ldy Paye, Margaret H. Lippert |
| Mrs. Mooley | Jack Kent |
| My Lucky Day | Keiko Kasza |
| Paper Parade | Sarah Weeks |
| Pepito The Brave | Scott Beck |
| Roller Coaster | Marla Frazee |
| Stand Tall Molly Lou Mellon | Patty Lovell |
| The Dot | Peter H. Reynolds |
| The Other Side | Jacqueline Woodson |
| The Pigeon Finds a Hot Dog | Mo Willems |
| The Tiger Who Came To Tea | Judith Kerr |
| Wild About Books | Judy Sierra |