**First four weeks of school**

**Back to School unit**

**Daily Five / First 20 Days of School: Read to self, read to someone, Word Work, writing**

**Fountas and Pinnell assessments**

**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_\_\_**

**Lesson \_\_1\_\_\_ Number of days to finish lesson \_\_5\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RF 1.2b  (not blends) | Orally produce single-syllable words by blending sounds (phonemes) including consonant blends |  |  |  |
| RF 1.2 c | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words |  |  |  |
| SL 1.1 a | Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under observation) |  | Observation |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_1\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_2\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.3 | Describe characters, settings and major events in a story, using key details |  |  |  |
| SL 1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings |  |  |  |
| L 1.2d | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_3\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| History 1 | Time can be divided into categories (e.g., months of the year, past, present, and future) |  |  |  |
| History 2 | Photographs, letters, artifacts and books can be used to learn about the past |  |  |  |
| RL 1.2  (sequencing) | Retell stories, including key details, and demonstrate understanding of their central message |  |  |  |
| RF 1.3b | Decode regularly spelled one-syllable words |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_1\_\_\_ Writing Focus \_\_\_\_\_\_\_\_**

**Lesson \_\_4\_\_\_ Number of days to finish lesson \_\_5\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI 1.2 | Identify the main topic and retell key details of a text |  |  |  |
| Geography 4 | Maps can be used to locate and identify places |  | Not assessed until Unit 5 |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_1\_\_ Writing Focus \_\_\_\_\_\_**

**Lesson \_\_5\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| 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 order, and provide some sense of closure |  |  |  |
| L 1.1b | Use common, proper and possessive nouns |  |  |  |
| Geography 4 | Maps can be used to locate and identify places |  |  |  |
| 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 |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_2\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_6\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.1 | Ask and answer questions about key details in a text |  |  |  |
| RF 1.2d | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) |  |  |  |
| RF 1.2b | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends |  |  |  |
| L 1.1a | Print all upper- and lower-case letters |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_2\_\_ Writing Focus \_\_\_\_\_\_**

**Lesson \_\_7\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| 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 |  |  |  |
| RF 1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  | (don’t assess) |  |
|  |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_2\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_8\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| L 1.2c | Use commas in dates and to separate single words in a series |  | Will assess with what they will eat for Thanksgiving |  |
| L 1.1j | Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts |  |  |  |
| SL 1.4 | Describe people, places, things and events with relevant details, expressing ideas and feelings clearly |  |  |  |
| RF 1.1 a | Demonstrate understanding of the organization and basic features of print |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_2\_\_ Writing Focus \_\_\_\_\_\_**

**Lesson \_\_9\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI 1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text |  |  |  |
| RF 1.4 c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |
| L 1.1c | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) |  | (don’t assess) |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_2\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_10\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| W 1.3 |  |  |  |  |
| L 1.5 d | Distinguish shades of meaning among verbs differing in manner (e.g.,, look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings |  | (don’t assess) |  |
| RL 1.3 | Describe characters, settings, and major events in a story, using key details |  |  |  |
| RF 1.2b (include blends) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends |  |  |  |
| L 1.1 i | Use frequently occurring prepositions (e.g., and, but, or so, because) |  | (don’t assess) |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_3\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_11\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| Life Science 1 | Living things have basic needs, which are met by obtaining materials from the physical environment |  |  |  |
| Life Science 2 | Living things survive only in environments that meet their needs |  |  |  |
| RI 1.7 | Use illustrations and details in a text to describe its key ideas |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_**

**Lesson \_\_12\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RF 1.3 a | Know the spelling-sound correspondences for common consonant digraphs |  | (don’t assess) |  |
| RF 1.4 b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings |  |  |  |
| L 1.1 b | Use common, proper, and possessive nouns |  | Focus on rate using F & P; fluency rate for Grade 1? |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_3\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_13\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RF 1.3 a | Know the spelling-sound correspondences for common consonant diagraphs |  |  |  |
| L 1.5b | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes |  |  |  |
| History Strand 1 | Time can be divided into categories (e.g., months of the year, past, present, and future) |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_3\_\_ Writing Focus \_\_\_\_\_\_**

**Lesson \_\_14\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| L 1.5 a | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent |  |  |  |
| RF 1.3 c | Know final –e and common vowel team conventions for representing long vowel sounds |  | (don’t assess) |  |
| RL 1.7 | Use illustrations and details in a story to describe its characters, setting, or events |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_3\_\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_15\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI 1.5 | Know and use various text features to locate key facts or information in a text |  |  |  |
| RF 1.3 c  (final e, long a, long i) | Know final –e and common vowel team conventions for representing long vowel sounds |  |  |  |
| W 1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure |  |  |  |
| 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 1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers |  |  |  |
| L 1.2 e | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_\_4\_\_ Writing Focus \_\_\_factual narrative\_\_\_\_**

**Lesson \_\_\_16\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| F 2c | Demonstrate understanding of spoken words, syllables, and sounds phonemes: c) isolate and pronounce initial, medial vowel and final phonemes in spoken single-syllable words |  | Done in guided reading groups | Reading selected words  Guided reading groups when student is ready |
| IT 2 | Identify the main topic and retell key details of a text | Let’s Go to the Moon  Mae Jemison  Leveled readers  Vocab reader | In small groups; could try a web | Independent read and create a web |
| WR 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 | Take some ideas from Journeys writing information | Seeds in writers’ notebooks  Seeds for organization from Six Traits | Six traits rubric for Ideas |

Intervention resources for lesson: Grab and Go for the lesson; leveled readers teacher resources

Enrichment resources for lesson: Grab and Go for the lesson

**Unit \_\_4\_\_\_ Writing Focus \_\_\_factual narrative\_\_\_\_**

**Lesson \_\_17\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| LT 9 | Compare and contrast the adventures and experiences of characters in stories | Big Trip  leveled readers  Louis & Clark’s Big Trip |  | Venn diagram (seasons) |
| F 3c | Know final –e and common vowel team conventions for representing long vowel sounds | Grab and Go | Reading groups | All silent –e sounds  (vowel pair in unit 20) |
| WR 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 | Grab and Go  First, next, last  Then, last  Graphic organizer |  | First, next, then, last  (How to build a snowman) |
|  |  |  |  |  |
| Social studies | mapping test? |  |  |  |

Intervention resources for lesson: Grab and Go

Enrichment resources for lesson: Grab and Go

**Unit \_\_4\_\_\_ Writing Focus \_\_\_factual narrative\_\_\_\_**

**Lesson \_\_18\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| IT 8 | Identify the reasons an author gives to support points in a text | Where Does Food Come From?  leveled readers: food  Vocab. Reader: My favorite food |  | Weekly selection test: comprehension questions 1, 3, 5, 6, 8 |
| WR 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** |  | Develop seeds from previous lessons | Organization on Six Traits rubric |
| F 4b | Read with sufficient accuracy and fluency to support comprehension: b) read on-level text orally with accuracy, appropriate rate, and **expression** on successive readings |  | Small groups: leveled readers (use rubric in Journeys – 4, 3, 2, 1) in assessment vi |  |
| LA 2a | Demonstrate command of conventions: a) capitalize dates and names of people | Weekly selection  See workbook pages |  | Student book, pg. 109: sentences to correct |

Intervention resources for lesson: Grab and Go

Enrichment resources for lesson: Grab and Go

**Unit \_\_4\_\_\_ Writing Focus \_\_\_personal narrative\_\_\_\_**

**Lesson \_\_19\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| WR 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 [ALL PARTS] **Autobiography** | Read Alouds: Martin Luther King, Jr., Rosa Parks, presidents, etc. | Six Traits: voice and sentence fluency | (This will carry over into Lesson 20 and be summatively assessed at that time) |
| WR 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 |  |  |  |
| IT 2 | Identify main topic and key details of a text | Tomas Rivera  Other trade books  Life Then and Now |  |  |
| RF 1.2 a |  |  |  |  |
| Social studies | History 2: photographs…. |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_4\_\_\_ Writing Focus \_\_\_personal narrative\_\_\_\_**

**Lesson \_\_20\_\_\_ Number of days to finish lesson \_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| WR 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 [ALL PARTS] **Autobiography—conclusion of writing project** | Read Alouds: focus on temporal words  Trade books |  | Six Traits: all 6 traits |
| WR 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 |  | Peer editing |  |
| LT 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 | Folktales  Poetry  Trade books on those genres  Vocab: Weather |  | Quiz: (show two books and ask what makes one nonfiction and one fiction) Could be oral |
| SL 4 | Describe people, places, things and events with relevant details, expressing ideas and feelings clearly |  |  |  |
| L 1.1 i |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_5\_\_\_ Writing Focus \_\_\_\_\_Fictional narrative\_\_\_\_**

**Lesson \_\_21\_\_\_ Number of days to finish lesson \_\_5\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RF 1.3E | Decode 2 syllable words following basic patterns by breaking the words into syllables |  |  |  |
| RL 1.3 | Describe characters, settings, and major events in a story, using key details |  |  |  |
| RF 1.3d | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_5\_\_\_ Writing Focus \_\_\_Fictional narrative\_\_\_\_**

**Lesson \_\_22\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RF 1.3g | Recognize and read grade-appropriate irregularly spelled words |  |  |  |
| RF 1.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings |  |  |  |
| 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 |  |  |  |
| 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 |  |  |  |
| L 1.1d | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_5\_\_\_ Writing Focus \_\_\_Fictional narrative\_\_\_\_**

**Lesson \_\_23\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1 |  |  |  |
| L 1.5b | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes) |  |  |  |
|  |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_5\_\_\_ Writing Focus \_\_\_Fictional narrative\_\_\_\_**

**Lesson \_\_24\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| Life science 1 | Living things have basic needs, which are met by obtaining materials from the physical environment |  |  |  |
| Life science 2 | Living things survive only in environments that meet their needs |  |  |  |
| L 1.1e | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) |  |  |  |
| L 1.1c | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) |  |  |  |
| RI 1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_5\_\_\_ Writing Focus \_\_\_Fictional narrative\_\_\_\_**

**Lesson \_\_25\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson |  |  |  |
| RL 1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses |  |  |  |
| 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 events order, and provide some sense of closure |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_6\_\_\_ Writing Focus \_\_\_\_Opinion\_\_\_\_\_**

**Lesson \_\_26\_\_\_ Number of days to finish lesson \_\_5\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.9 | Compare and contrast the adventures and experiences of characters in stories |  |  |  |
| RF 1.3f  (-ed, -ing) | Read words with inflectional endings |  |  |  |
| SL 1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas |  |  |  |
| L 1.1j | Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts |  |  | Three sentences to go with the whole image students create: exclamatory, interrogative, imperative) |
|  |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_6\_\_ Writing Focus \_\_\_Opinion\_\_\_\_**

**Lesson \_\_27\_\_\_ Number of days to finish lesson \_\_\_5\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RI 1.3 | Describe the connection between two individuals, events, ideas or pieces of information in a text |  |  |  |
| RF 1.3f  (-er, -est, root words) | Read words with inflectional endings |  |  |  |
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Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_6\_\_\_ Writing Focus \_\_\_Opinion\_\_\_\_**

**Lesson \_\_28\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

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| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.7 | Use illustrations and details in a story to describe its characters, setting, or events |  |  |  |
| L 1.2 d | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words |  |  |  |
|  |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_\_6\_\_ Writing Focus \_\_\_Opinion\_\_\_\_**

**Lesson \_\_29\_\_\_ Number of days to finish lesson \_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| 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 1.5 | 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 |  |  |  |
|  |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson:

**Unit \_6\_\_ Writing Focus \_\_\_\_\_\_\_**

**Lesson \_\_\_30\_\_ Number of days to finish lesson \_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Common Core statement** | **Resources**  **Journeys/other** | **Formative Assessments** | **Summative Assessments** |
| RL 1.6 | Identify who is telling the story at various points in the text |  |  |  |
| 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 1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers |  |  |  |
|  |  |  |  |  |

Intervention resources for lesson:

Enrichment resources for lesson: