

GRADE 1 Journeys Weekly Pacing Guide

WEEK 1

Essential Question: *What is important about being a friend?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “What is a Pal?”	14-28	
	Poetry: “Friends Forever”	30-32	
Reader’s Notebook (workbook)	Spelling: Short <i>a</i> / Consonants <i>s, n, d, p, f</i> / High-Frequency Words / Nouns / Independent Reading / Narrative Writing	1-15	
Writing Handbook	Labels	14-15	
Additional Resources	Close Reader (workbook)	2-3	
	Leveled Readers: Grade 1, Lesson 1		
	Write-in Reader (Tier 2 Support workbook)	2-11	
Words to Know (High-Frequency)	and, play, be, with, help, you		
Weekly Test	VOCABULARY: High-Frequency Words, Classification/Categorization of Words: Actions	Lesson 1	
	COMPREHENSION: Main idea (Informational Text), Anchor Text		
	PHONICS: Short <i>a</i> , Consonants <i>s, n, d, p, f</i>		

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WEEK 2

Essential Question: *What happens during a storm?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Storm”	42-56	
	Informational Text: “Storms”	58-60	
Reader’s Notebook (workbook)	Spelling: Words with Short <i>i</i> / Consonants <i>r, h, /z/s, b, g</i> / High-Frequency Words / Possessive Nouns / Independent Reading / Narrative Writing (Details and Captions)	16-31	
Writing Handbook	Captions	16-17	
Additional Resources	Close Reader (workbook)	4-7	
	Leveled Readers: Grade 1, Lesson 2		
	Write-in Reader (Tier 2 Support workbook)	12-32B	
Words to Know (High-Frequency)	He, look, have, too, for, what		
Weekly Test	VOCABULARY: High-Frequency Words, Context Clues	Lesson 2	
	COMPREHENSION: Understanding Characters (Realistic Fiction), Anchor Text		
	PHONICS: Short <i>i</i> , Consonants <i>r, h, /z/s, b, g</i>		

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WEEK 3

Essential Question: *Why is going to school important?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Curious George at School”	70-84	
	Informational Text: “School Long Ago”	86-88	
Reader’s Notebook (workbook)	Spelling: Words with Short <i>o</i> / Consonants <i>l, x</i> / Inflection <i>-s</i> / High-Frequency Words / Action Verbs / Writing About Us /	31-45	
Writing Handbook	Sentences	18-19	
Additional Resources	Close Reader (workbook)	8-11	
	Leveled Readers: Grade 1, Lesson 3		
	Write-in Reader (Tier 2 Support workbook)	22-31B	
Words to Know (High-Frequency)	do, find, funny, sing, no, they		
Weekly Test	VOCABULARY: Multiple-Meaning Words, High-Frequency Words	Lesson 3	
	COMPREHENSION: Sequence of Events, Author’s Word Choice, Anchor Text		
	PHONICS: Consonants <i>l, x</i> ; Inflection <i>-s</i>		

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WEEK 4

Essential Question: *Who can you meet in a neighborhood?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Lucia’s Neighborhood”	98-112	
	Fable: “City Mouse and Country Mouse”	114-116	
Reader’s Notebook (workbook)	Words with Short <i>e</i> / Consonants <i>y, w, k, v, j</i> / High-Frequency Words / Adjectives for Size and Shape / Writing About Us / Independent Reading	46-59	
Writing Handbook	Class Story	20-21	
Additional Resources	Close Reader (workbook)	14-15	
	Leveled Readers: Grade 1, Lesson 4		
	Write-in Reader (Tier 2 Support workbook)	32-41B	
Words to Know (High-Frequency)	all, does, here, me, my, who		
Weekly Test	VOCABULARY: Alphabetical Order, High-Frequency Words	Lesson 4	
	COMPREHENSION: Text and Graphic Features, Author’s Word Choice, Anchor Text		
	PHONICS: Short <i>e</i> , Consonants <i>y, w, k, v, j</i>		

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WEEK 5

Essential Question: *What happens on the train?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Gus Take the Train”	126-140	
	Informational Text: “City Zoo”	142-144	
Reader’s Notebook (workbook)	Words with Short <i>u</i> / Consonants <i>qu, z</i> / High-Frequency Words / Adjectives for Color and Number / Writing About Us / Independent Reading	60-73	
Writing Handbook	Class Story	22-23	
Additional Resources	Close Reader (workbook)	16-19	
	Leveled Readers: Grade 1, Lesson 5		
	Write-in Reader (Tier 2 Support workbook)	42-51B	
Words to Know (High-Frequency)	friend, full, good, hold, many, pull		
Weekly Test	VOCABULARY: Synonyms, High-Frequency Words	Lesson 5	
	COMPREHENSION: Story Structure (Fantasy), Anchor Text		
	PHONICS: Short <i>u</i> , Consonants <i>qu, z</i>		
Benchmark Test	Grade 1, Unit 1 TEST Unit 1 Performance Task	Assigned online in Think Central by teacher	

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WEEK 6

Essential Question: *What lessons can you learn from story characters?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Jack and the Wolf”	14-32	
	Fairy Tale: “The Three Little Pigs”	34-36	
Reader’s Notebook (workbook)	Double Final Consonants and <i>-ck</i> / Words with Short <i>a</i> / High-Frequency Words / Complete Sentences / Informative Writing (Using Sense Words) / Independent Reading	74-88	
Writing Handbook	Sentences that Describe	24-25	
Additional Resources	Close Reader (workbook)	22-25	
	Leveled Readers: Grade 1, Lesson 6		
	Write-in Reader (Tier 2 Support workbook)	52-61B	
Words to Know (High-Frequency)	away, call, come, every, hear, said		
Weekly Test	VOCABULARY: Shades of meaning, High-Frequency Words	Lesson 6	
	COMPREHENSION: Understanding Characters, Story Message, Anchor Text		
	PHONICS: Double final consonants and <i>-ck</i>		

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WEEK 7

Essential Question: *How do animals communicate?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “How Animals Communicate”	46-64	
	Informational Text: “Insect Messages”	66-68	
Reader’s Notebook (workbook)	Spelling: Blends with r / Words with Short <i>i</i> / High-Frequency Words / Commas in a Series / Informative Writing (Adjectives) / Independent Reading	89-103	
Writing Handbook	Poetry	26-27	
Additional Resources	Close Reader (workbook)	26-29	
	Leveled Readers: Grade 1, Lesson 7		
	Write-in Reader (Tier 2 Support workbook)	62-71B	
Words to Know (High-Frequency)	animal, how, make, of, some, why		
Weekly Test	VOCABULARY: Using a Glossary, High-Frequency Words	Lesson 7	
	COMPREHENSION: Main Idea and Details, Text and Graphic Features, Anchor Text		
	PHONICS: Blends with r		

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WEEK 8

Essential Question: *How is music part of your everyday life?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “A Musical Day”	78-96	
	Informational Text: “Drums”	98-100	
Reader’s Notebook (workbook)	Spelling: Blends with <i>l</i> / Words with Short <i>o</i> / High-Frequency Words / Informational Writing (Purpose) / Statements / Independent Reading	104-118	
Writing Handbook	Thank-You Note	28-29	
Additional Resources	Close Reader (workbook)	30-33	
	Leveled Readers: Grade 1, Lesson 8		
	Write-in Reader (Tier 2 Support workbook)	72-81B	
Words to Know (High-Frequency)	her, now, our, she, today, would		
Weekly Test	VOCABULARY: Define words, High-Frequency Words	Lesson 8	
	COMPREHENSION: Sequence of Events, Narrator, Anchor Text		
	PHONICS: Blends with <i>l</i>		

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WEEK 9

Essential Question: *What makes a story or poem funny?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Dr. Seuss”	110-128	
	Poetry: “Let’s Laugh”	130-132	
Reader’s Notebook (workbook)	Blends with s / Words with Short e / High-Frequency Words / Singular and Plural Nouns / Informative Writing (Description) / Independent Reading	119-133	
Writing Handbook	Description Prewriting	30-31	
Additional Resources	Close Reader (workbook)	34-35	
	Leveled Readers: Grade 1, Lesson 9		
	Write-in Reader (Tier 2 Support workbook)	82-91B	
Words to Know (High-Frequency)	after, draw, pictures, read, was, write		
Weekly Test	VOCABULARY: Antonyms, High-Frequency Words	Lesson 9	
	COMPREHENSION: Text and Graphic Features, Genre: Biography, Anchor Text		
	PHONICS: Blends with s		

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WEEK 10

Essential Question: *How can you show a friend that you care about him or her?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Cupcake Party”	142-160	
	Poetry: “Happy Times”	162-164	
Reader’s Notebook (workbook)	Final Blends / High-Frequency Words / Words with Short u / Articles / Informative Writing (Topic Sentence) / Independent Reading	134-147	
Writing Handbook	Description: Drafting/Revising	32-33	
Additional Resources	Close Reader (workbook)	36-39	
	Leveled Readers: Grade 1, Lesson 10		
	Write-in Reader (Tier 2 Support workbook)	92-101B	
Words to Know (High-Frequency)	eat, give, one, put, small, take		
Weekly Test	VOCABULARY: Synonyms, High-Frequency Words	Lesson 10	
	COMPREHENSION: Story Structure, Dialogue, Anchor Text		
	PHONICS: Final Blends		
Benchmark Test	Grade 1, Unit 2 BENCHMARK TEST	Take in Illuminate (teacher provides code and login info.)	

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WEEK 11

Essential Question: *What kinds of plants and animals would you find in the ocean?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “At Home in the Ocean”	14-32	
	Informational Text: “Water”	34-36	
Reader’s Notebook (workbook)	Words with <i>th</i> / High-Frequency Words / Proper Nouns / Informative Writing (Adverbs) (Planning) / Base Words and Endings <i>-s, -es, -ed, -ing</i> / Independent Reading	150-164	
Writing Handbook	Sentences that Inform	34-35	
Additional Resources	Close Reader (workbook)	40-43	
	Leveled Readers: Grade 1, Lesson 11		
	Write-in Reader (Tier 2 Support workbook)	102-111B	
Words to Know (High-Frequency)	blue, cold, far, little, live, their, water, where		
Weekly Test	VOCABULARY: Classify and Categorize Words: Colors, High-Frequency Words	Lesson 11	
	COMPREHENSION: Author’s Purpose, Details, Anchor Text		
	PHONICS: Base Words and Endings <i>-s, -es, -ed, -ing</i>		

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WEEK 12

Essential Question: *How are jungle animals different from animals on a farm?"*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: "How Leopard Got His Spots"	46-66	
	Informational Text: "The Rain Forest"	68-70	
Reader's Notebook (workbook)	Words with <i>ch, tch</i> / Commands High-Frequency Words / Possessives with <i>'s</i> / Informative Writing (Order Words) (Planning) / Independent Reading	165-179	
Writing Handbook	Instructions	36-37	
Additional Resources	Close Reader (workbook)	44-47	
	Leveled Readers: Grade 1, Lesson 12		
	Write-in Reader (Tier 2 Support Workbook)	112-121B	
Words to Know (High-Frequency)	been, brown, know, never, off, out, own, very		
Weekly Test	VOCABULARY: Homophones, High-Frequency Words	Lesson 12	
	COMPREHENSION: Sequence of Events, Story Lesson, Anchor Text		
	PHONICS: Digraphs <i>ch, tch</i> , Possessive <i>'s</i>		

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WEEK 13

Essential Question: *What changes do the different seasons cause?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Seasons”	80-102	
	Informational Text: “Four Seasons for Animals”	104-114	
Reader’s Notebook (workbook)	Words with <i>sh, wh, ph</i> / Subjects and Verbs / High-Frequency Words / Contractions with <i>'s, n't</i> / Informative Writing (Main Idea) (Planning) / Independent Reading	180-194	
Writing Handbook	Sentences That Inform	38-39	
Additional Resources	Close Reader (workbook)	48-53	
	Leveled Readers: Grade 1, Lesson 13		
	Write-in Reader (Tier 2 Support workbook)	122-131B	
Words to Know (High-Frequency)	down, fall, goes, green, grow, new, open, yellow		
Weekly Test	VOCABULARY: Words ending in <i>-ed, -ing, or -s</i> , High-Frequency Words	Lesson 13	
	COMPREHENSION: Cause and Effect, Sound Words, Anchor Text		
	PHONICS: Digraphs <i>sh, wh, ph</i> ; Contractions with <i>'s, n't</i>		

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WEEK 14

Essential Question: *Why is it important to have rules?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Big Race”	124-146	
	Informational Text: “Rules and Laws”	148-154	
Reader’s Notebook (workbook)	Words with Long <i>a</i> / Words with Soft <i>c, g, dge</i> / Verbs and Time / High-Frequency Words / Subjects and Verbs / Informative Writing (Taking Notes) / Independent Reading	195-209	
Writing Handbook	Report: Prewriting	40-41	
Additional Resources	Close Reader (workbook)	54-59	
	Leveled Readers: Grade 1, Lesson 14		
	Write-in Reader (Tier 2 Support workbook)	132-141B	
Words to Know (High-Frequency)	four, five, into, over, starts, three, two, watch		
Weekly Test	VOCABULARY: Shades of Meaning, High-Frequency Words	Lesson 14	
	COMPREHENSION: Conclusions, Cause and Effect, Anchor Text		
	PHONICS: Long <i>a</i> (CV <i>Ce</i>); Soft <i>c, g, dge</i>		

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WEEK 15

Essential Question: *What makes birds different from mammals?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Animal Groups”	164-186	
	Play: “Animal Picnic”	188-190	
Reader’s Notebook (workbook)	Spelling: Words with Long I / The Verb be / High-Frequency Words / Digraphs <i>kn, wr, gn, mb</i> / Informative Writing (Using Clear Words) / Independent Reading	210-223	
Writing Handbook	Report: Drafting/Revising	42-43	
Additional Resources	Close Reader (workbook)	60-63	
	Leveled Readers: Grade 1, Lesson 15		
	Write-in Reader (Tier 2 Support Workbook)	142-151B	
Words to Know (High-Frequency)	bird, both, eyes, fly, long, or, those, walk		
Weekly Test	VOCABULARY: Suffixes <i>-er, -est</i> ; High-Frequency Words	Lesson 15	
	COMPREHENSION: Compare and Contrast, Text and Graphic Features / Anchor Text		
	PHONICS: Words with Long <i>i</i> (CV <i>Ce</i>); Digraphs <i>kn, wr, gn, mb</i>		
Benchmark Test	Grade 1, Unit 3 TEST Unit 3 Performance Task	Assigned online in Think Central by teacher	

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