

GRADE 1 *Journeys* Weekly Pacing Guide

WEEK 16

Essential Question: *What do astronauts do?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Let’s Go to the Moon!”	10-37	
	Biography: “Mae Jemison”	40-43	
Reader’s Notebook (workbook)	Phonics: Words with Long <i>o</i> , Long <i>u</i> / High Frequency Words / Grammar: Questions / Narrative Writing (Details and Planning) / Independent Reading	1-15	
Writing Handbook	Sentences About Yourself	44-45	
Additional Resources	Close Reader (workbook)	66-69	
	Leveled Readers: Grade 1, Lesson 16		
	Write-in Reader (Tier 2 Support workbook)	2-11B	
Words to Know (High-Frequency)	around, because, before, bring, carry, light, show, think		
Weekly Test	VOCABULARY: High-Frequency Words, Suffixes –y, -ful	Lesson 16	
	COMPREHENSION: Main Idea and Details, Author’s Purpose, Anchor Text		
	PHONICS: Long <i>o</i> (CV, CVCe), Long <i>u</i> (CVCe)		

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WEEK 17

Essential Question: *What are some different ways to travel?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Big Trip”	48-75	
	Informational Text: “Lewis and Clark’s Big Trip”	78-81	
Reader’s Notebook (workbook)	Phonics: Words with Long <i>e</i> ; Words ending with <i>ng, nk</i> / High Frequency Words / Grammar: Compound Sentences / Narrative Writing (Details and Planning) / Independent Reading	16-30	
Writing Handbook	Sentences About Yourself	46-47	
Additional Resources	Close Reader (workbook)	70-73	
	Leveled Readers: Grade 1, Lesson 17		
	Write-in Reader (Tier 2 Support workbook)	12-31B	
Words to Know (High-Frequency)	about, by, car, could, don’t, maybe, sure, there		
Weekly Test	VOCABULARY: High-Frequency Words, Define Words	Lesson 17	
	COMPREHENSION: Compare and Contrast, Dialogue, Anchor Text		
	PHONICS: Long <i>e</i> (CV, CV <i>Ce</i> , <i>ee, ea</i>), Words Ending with <i>ng, nk</i>		

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WEEK 18

Essential Question: *What do farmers need to grow food?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Where Does Food Come From?”	86-113	
	Fairy Tale: “Jack and the Beanstalk”	116-119	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>ai</i> , <i>ay</i> ; Contractions ‘ll, ‘d / High Frequency Words / Grammar: Names of Months, Days, Holidays / Narrative Writing (Different Kinds of Sentences, Planning Details) / Independent Reading	31-45	
Writing Handbook	Friendly Letter	48-49	
Additional Resources	Close Reader (workbook)	74-77	
	Leveled Readers: Grade 1, Lesson 18		
	Write-in Reader (Tier 2 Support workbook)	22-31B	
Words to Know (High-Frequency)	first, food, ground, right, sometimes, these, under, your		
Weekly Test	VOCABULARY: Multiple Meaning Words, High-Frequency Words	Lesson 18	
	COMPREHENSION: Author’s Purpose, Conclusions, Anchor Text		
	PHONICS: Vowel Pairs <i>ai</i> , <i>ay</i> ; Contractions ‘ll, ‘d		

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WEEK 19

Essential Question: *Why is it important to learn about people from the past?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Tomás Rivera”	124-145	
	Informational Text: “Life Then and Now”	148-151	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>oa</i> , <i>ow</i> ; Contractions ‘ <i>ve</i> , ‘ <i>re</i> / High Frequency Words / Grammar: Verbs and Time / Narrative Writing (Order of Events, Planning) / Independent Reading	46-61	
Writing Handbook	Personal Narrative: Prewriting	50-51	
Additional Resources	Close Reader (workbook)	78-81	
	Leveled Readers: Grade 1, Lesson 19		
	Write-in Reader (Tier 2 Support workbook)	32-41B	
Words to Know (High-Frequency)	done, great, laugh, paper, soon, talk, were, work		
Weekly Test	VOCABULARY: Synonyms, High-Frequency Words	Lesson 19	
	COMPREHENSION: Sequence of Events, Using Context, Anchor Text		
	PHONICS: Vowel Pairs <i>oa</i> , <i>ow</i> ; Contractions ‘ <i>ve</i> , ‘ <i>re</i>		

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WEEK 20

Essential Question: *How can you help a friend who feels sad?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Little Rabbit’s Tale”	156-181	
	Poetry: “Silly Poems”	184-187	
Reader’s Notebook (workbook)	Phonics/Spelling: Compound Words; Short <i>e</i> spelled <i>ea</i> / High Frequency Words / Grammar: Prepositions / Independent Reading	62-75	
Writing Handbook	Personal Narrative: Drafting/Revising	52-53	
Additional Resources	Close Reader (workbook)	82-85	
	Leveled Readers: Grade 1, Lesson 20		
	Write-in Reader (Tier 2 Support workbook)	42-51B	
Words to Know (High-Frequency)	door, more, mother, old, try, use, want, wash		
Weekly Test	VOCABULARY: Compound Words, High-Frequency Words	Lesson 20	
	COMPREHENSION: Cause and Effect, Story Lesson, Anchor Text		
	PHONICS: Short /e/ Spelled <i>ea</i> ; Compound Words		
Benchmark Test	Grade 1, Unit 4 BENCHMARK TEST Unit 4 Performance Task	Assigned online in Think Central by teacher	

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WEEK 21

Essential Question: *What grows in a garden?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Garden”	10-31	
	Informational Text: “Garden Good Guy”	34-37	
Reader’s Notebook (workbook)	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>ar, or, ore</i> / High Frequency Words / Grammar: Subject Pronouns / Narrative Writing (Dialogue, Planning Sentences) / Independent Reading	78-92	
Writing Handbook	Story Sentences	54-55	
Additional Resources	Close Reader (workbook)	86-89	
	Leveled Readers: Grade 1, Lesson 21		
	Write-in Reader (Tier 2 Support workbook)	52-61B	
Words to Know (High-Frequency)	few, loudly, night, noise, shall, story, window, world		
Weekly Test	VOCABULARY: Prefix <i>re-</i> , High-Frequency Words	Lesson 21	
	COMPREHENSION: Story Structure Repetition, Anchor Text		
	PHONICS: <i>r</i> -Controlled Vowels <i>ar, or, ore</i>		

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WEEK 22

Essential Question: *Why do some animals have spots or stripes?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Amazing Animals”	42-67	
	Folktale: “The Ugly Duckling”	70-73	
Reader’s Notebook (workbook)	Phonics/Spelling: <i>r</i> -Controlled Vowels <i>er, ir, ur</i> / High Frequency Words / Grammar: Pronouns <i>I, me</i> / Narrative Writing (Exact Verbs, Planning Sentences) / Independent Reading	93-107	
Writing Handbook	Story Sentences	56-57	
Additional Resources	Close Reader (workbook)	90-93	
	Leveled Readers: Grade 1, Lesson 22		
	Write-in Reader (Tier 2 Support workbook)	62-71B	
Words to Know (High-Frequency)	baby, begins, eight, follow, learning, until, years, young		
Weekly Test	VOCABULARY: Using a Dictionary Entry, High-Frequency Words	Lesson 22	
	COMPREHENSION: Conclusions, Using Context, Anchor Text		
	PHONICS: <i>r</i> -Controlled Vowels <i>er, ir, ur</i>		

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WEEK 23

Essential Question: *How can you take good care of a pet?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Whistle for Willie”	82-105	
	Poetry: “Pet Poems”	108-111	
Reader’s Notebook (workbook)	Phonics/Spelling: Short and Long Vowel Digraph /oo/; Syllable Pattern CVC / High Frequency Words / Grammar: Possessive Pronouns / Narrative Writing (Order of Events, Summary) / Independent Reading	109-122	
Writing Handbook	Story Summary	58-59	
Additional Resources	Close Reader (workbook)	94-95	
	Leveled Readers: Grade 1, Lesson 23		
	Write-in Reader (Tier 2 Support workbook)	72-81B	
Words to Know (High-Frequency)	again, along, began, boy, father, house, nothing, together		
Weekly Test	VOCABULARY: Define words, High-Frequency Words	Lesson 23	
	COMPREHENSION: Cause and Effect, Figurative Language, Anchor Text		
	PHONICS: Vowel Digraph oo; Syllable Pattern (CVC)		

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WEEK 24

Essential Question: *What happens to a tree as it grows?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “A Tree Is a Plant”	116-149	
	Informational Text: “Grow, Apples Grow”	152-155	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>oo</i> , <i>ou</i> , <i>ew</i> / High Frequency Words / Indefinite Pronouns / Narrative Writing (Describing Characters, Planning a Story)/ Independent Reading	123-137	
Writing Handbook	Story: Prewriting	60-61	
Additional Resources	Close Reader (workbook)	96-99	
	Leveled Readers: Grade 1, Lesson 24		
	Write-in Reader (Tier 2 Support workbook)	82-91B	
Words to Know (High-Frequency)	almost, country, covers, earth, kinds, ready, soil, warms		
Weekly Test	VOCABULARY: Multiple-Meaning Words, High-Frequency Words	Lesson 24	
	COMPREHENSION: Sequence of Events, Figurative Language, Anchor Text		
	PHONICS: Vowel Digraphs/		

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	Spelling Patterns <i>oo, ou, ew, ue, u, u e</i>		
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WEEK 25

Essential Question: *What can you learn from someone who is from another country?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The New Friend”	162-183	
	Informational Text: “Symbol of Our Country”	186-193	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>ou, ow</i> / High Frequency Words / Grammar: Contractions / Narrative Writing (Sentences of Different Lengths) / Independent Reading	138-151	
Writing Handbook	Story: Drafting/Revising	62-63	
Additional Resources	Close Reader (workbook)	100-105	
	Leveled Readers: Grade 1, Lesson 25		
	Write-in Reader (Tier 2 Support workbook)	92-101B	
Words to Know (High-Frequency)	buy, city, family, myself, party, please, school, seven		
Weekly Test	VOCABULARY: Synonyms with Introduction to Thesaurus, High-Frequency Words	Lesson 25	
	COMPREHENSION: Understanding Characters, Narrator, Anchor Text		
	PHONICS: Vowel Combinations <i>ou, ow, oi, oy, au, aw</i>		
Benchmark Test	Grade 1, Unit 5 TEST Unit 5 Performance Task	Take in Illuminate	

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WEEK 26

Essential Question: *What are some different ways to make art?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Dot”	10-35	
	Biography: “Artists Create Art”	39-41	
Reader’s Notebook (workbook)	Phonics/Spelling: Adding <i>-ed</i> , <i>-ing</i> to Words; Long <i>e</i> Spelled <i>y</i> , <i>ie</i> / Grammar: Exclamations / Opinion Writing (Showing Strong Feelings, Planning) / Independent Reading	152-166	
Writing Handbook	Opinion Sentences	64-65	
Additional Resources	Close Reader (workbook)	108-111	
	Leveled Readers: Grade 1, Lesson 26		
	Write-in Reader (Tier 2 Support workbook)	102-111B	
Words to Know (High-Frequency)	above, bear, even, pushed, studied, surprised, teacher, toward		
Weekly Test	VOCABULARY: Figurative Language (Idioms), High-Frequency Words	Lesson 26	
	COMPREHENSION: Compare and Contrast, Figurative Language, Anchor Text		
	PHONICS: Base Words (CV <i>Ce</i> , CVC) with Endings <i>-ed</i> , <i>-ing</i> (CV <i>Ce</i> , CVC); Long <i>e</i> Spelling Patterns <i>y</i> , <i>ie</i>		

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WEEK 27

Essential Question: *Why is it important to try your best?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “What Can You Do?”	46-71	
	Fable: “The Wind and the Sun”	74-77	
Reader’s Notebook (workbook)	Phonics/Spelling: Adding <i>-er</i> , <i>-est</i> (change <i>y</i> to <i>i</i>); Syllable <i>-le</i> / High Frequency Words / Grammar: Kinds of Sentences / Opinion Writing (Sentences with <i>Because</i> , Planning) / Independent Reading	165-179	
Writing Handbook	Opinion Sentences	66-67	
Additional Resources	Close Reader (workbook)	112-115	
	Leveled Readers: Grade 1, Lesson 27		
	Write-in Reader (Tier 2 Support Workbook)	112-121B	
Words to Know (High-Frequency)	always, different, enough, happy, high, near, once, stories		
Weekly Test	VOCABULARY: Classify and Categorize Emotion Words, High-Frequency Words	Lesson 27	
	COMPREHENSION: Author’s Purpose, Using Context, Anchor Text		
	PHONICS: Base Words and Inflections <i>-er</i> , <i>-est</i> (change <i>y</i> to <i>i</i>); Syllable <i>-le</i>		

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WEEK 28

Essential Question: *How can weather change your day?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Kite (from Days with Frog and Toad)”	82-103	
	Informational Text: “Measuring Weather”	106-109	
Reader’s Notebook (workbook)	Phonics/Spelling: Long <i>i</i> Spelled <i>igh, y, ie</i> ; Adding <i>-ed, -ing, -er, -est, -es</i> / High Frequency Words / Grammar: Adjectives / Opinion Writing (Using Different Words, Planning) / Independent Reading	182-196	
Writing Handbook	Opinion Sentences	68-69	
Additional Resources	Close Reader (workbook)	116-121	
	Leveled Readers: Grade 1, Lesson 28		
	Write-in Reader (Tier 2 Support workbook)	122-131B	
Words to Know (High-Frequency)	across, ball, cried, head, heard, large, second, should		
Weekly Test	VOCABULARY: Homographs, High-Frequency Words	Lesson 28	
	COMPREHENSION: Story Structure, Genre: Fantasy, Anchor Text		
	PHONICS: Long <i>i</i> Spelling Patterns <i>igh, y, ie</i> ; Base Words and Inflections <i>-ed, -ing, -er, -est, -es</i>		

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WEEK 29

Essential Question: *How can insects be helpful?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Hi! Fly Guy”	114-143	
	Poetry: “Busy Bugs”	146-149	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with Suffixes <i>-ful, -ly, -y</i> ; Long Vowel Spelling Patterns: <i>a, e, i, o, u</i> / High Frequency Words / Grammar: Adverbs / Opinion Writing (Examples, Planning a Paragraph) / Independent Reading	197-211	
Writing Handbook	Opinion Paragraph: Prewriting	70-71	
Additional Resources	Close Reader (workbook)	122-123	
	Leveled Readers: Grade 1, Lesson 29		
	Write-in Reader (Tier 2 Support workbook)	132-141B	
Words to Know (High-Frequency)	Beautiful, caught, friendship, idea, listen, minute, thought, took		
Weekly Test	VOCABULARY: Prefix <i>un-</i> , High-Frequency Words	Lesson 29	
	COMPREHENSION: Understanding Characters, Author’s Word Choice, Anchor Text		
	PHONICS: Suffixes <i>-ful, -ly, -y</i> ; Long Vowel Spelling Patterns: <i>a, e, i, o, u</i>		

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WEEK 30

Essential Question: *Why is teamwork important in school or sports?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Winners Never Quit”	154-179	
	Informational Text: “Be a Team Player”	182-185	
Reader’s Notebook (workbook)	Phonics/Spelling: Syllabication (CV); Words with Prefixes <i>un-</i> , <i>re-</i> / High Frequency Words / Grammar: Comparative Adjectives / Opinion Writing (Closing Sentences) / Independent Reading	212-225	
Writing Handbook	Opinion Paragraph: Drafting/Revising	72-73	
Additional Resources	Close Reader (workbook)	124-127	
	Leveled Readers: Grade 1, Lesson 30		
	Write-in Reader (Tier 2 Support Workbook)	142-151B	
Words to Know (High-Frequency)	brothers, everyone, field, loved, most, only, people, sorry		
Weekly Test	VOCABULARY: Suffix <i>-ly</i> , High-Frequency Words	Lesson 30	
	COMPREHENSION: Main Idea and Details, Genre: Narrative Nonfiction, Anchor Text		
	PHONICS: Syllable Pattern CV; Prefixes <i>un-</i> , <i>re-</i>		
Benchmark Test	Grade 1, Unit 6 TEST Unit 6 Performance Task	Assigned online in Think Central by teacher	

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