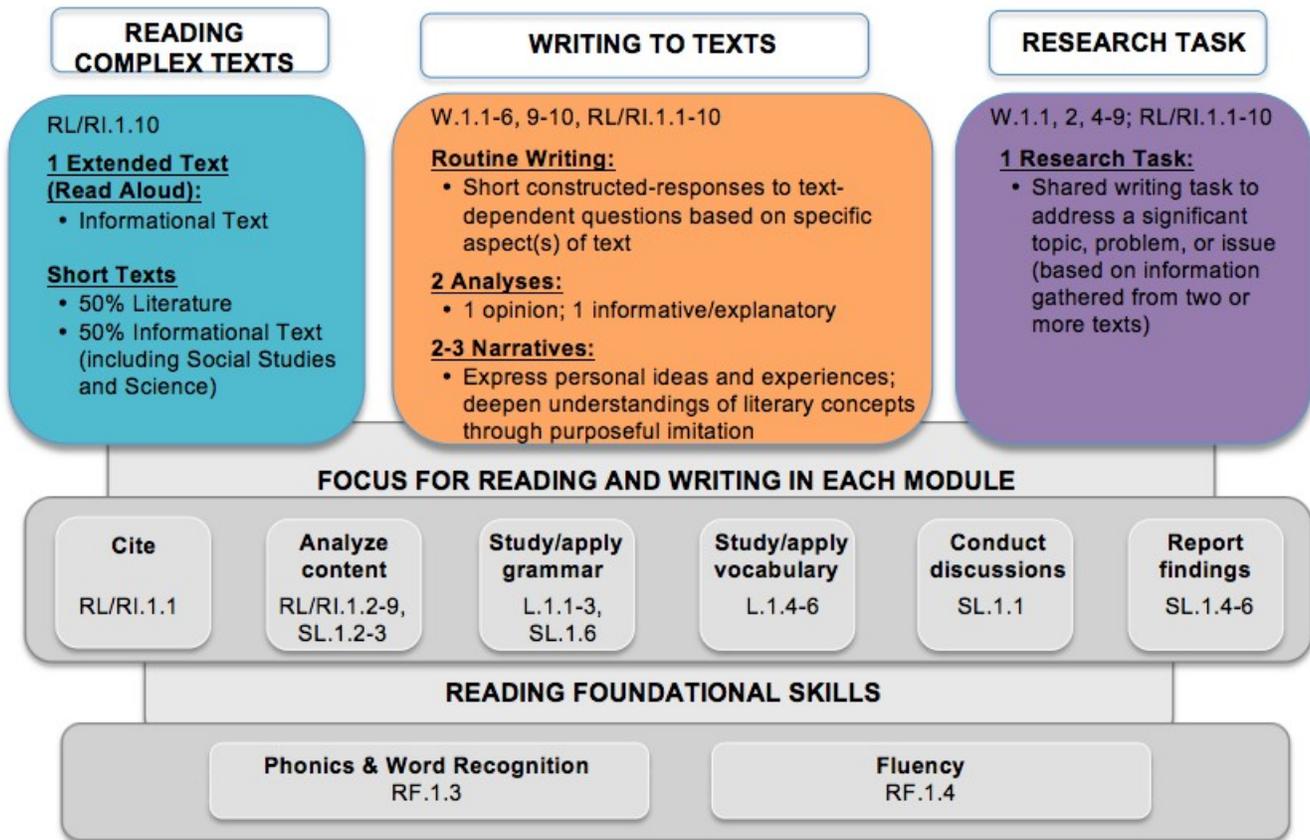


Campbell County Schools

1st Grade

2nd Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
Extended Text (Informational Text)	Short Texts	
	Literature Texts Informational Texts	
<i>From Seed to Pumpkin</i>	<i>A Musical Day</i> <i>Drums</i>	
	<i>Two Poems from Dr. Seuss</i> <i>Dr. Seuss</i>	
	<i>A Cupcake Party</i> <i>Happy Times</i>	
		<i>At Home in the Ocean</i> <i>Water</i>
	<i>How Leopard Got His Spots</i>	<i>The Rain Forest</i>
		<i>Seasons</i> <i>Four Seasons for Animals</i>
	<i>The Big Race</i>	<i>Rules and Laws</i>
	<i>Animal Picnic</i>	<i>Animal Groups</i>
Text-Embedded Grammar Skills		
<ul style="list-style-type: none"> • Statements • Synonyms • Proper Nouns • Homophones 	<ul style="list-style-type: none"> • Singular/Plural Nouns • Subj./Verb Agreement • Verbs and Time • Be Verbs (am, is, are, was, were) 	
Writing to Texts		
<i>(Examples of Common Core Text-Dependent Writing)</i> <ul style="list-style-type: none"> • Informative Writing Units 2 and 3 		
Technology Expectations		
<ul style="list-style-type: none"> • 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.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 		

Reading Standards for Literature

- [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.1.5](#) **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 prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text

- [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.**
- [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 appropriately complex for grade 1.

Reading Standards Foundational Skills

- [RF.1.1a](#) **Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**
- [RF.1.2a](#) **Distinguish long from short vowel sounds in spoken single-syllable words.**
- [RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- [RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- [RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- [RF.1.3a](#) **Know the spelling-sound correspondences for common consonant digraphs**
- [RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.
- [RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words..
- [RF.1.4a](#) Read grade-level text with purpose and understanding.
- [RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- [RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- [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.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

- [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 rules 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.

Language Standards

- [L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.1.1a](#) Print all upper- and lowercase letters.
- [L.1.1b](#) Use common, proper, and possessive nouns
- [L.1.1c](#) Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- [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*).
 - f. Use frequently occurring adjectives.
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- [L.1.1h](#) Use determiners (e.g., articles, demonstratives)
- [L.1.2a](#) Capitalize dates and names of people.
- [L.1.2c](#) Use commas in dates and to separate single words in a series.
- [L.1.2d](#) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- [L.1.2e](#) 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 read 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.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- [L.1.5a](#) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- [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).
- [L.1.5d](#) 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.
- [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*).