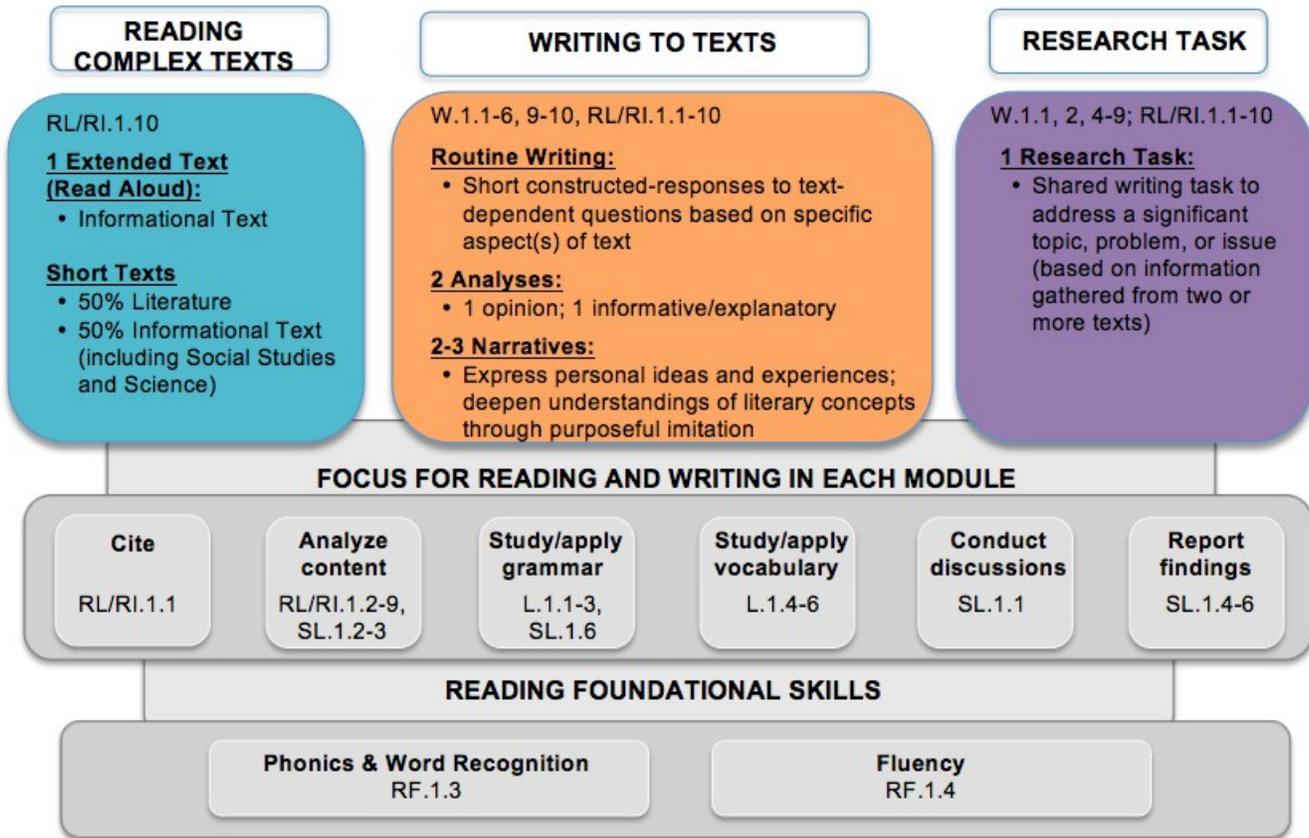


Campbell County Schools

1st Grade

3rd Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
Extended Text (Informational Text)	Short Texts	
	Literature Texts	Informational Texts
<i>Amazing Whales!</i>		<i>Let's Go to the Moon!</i> <i>Mae Jemison</i>
	<i>The Big Trip</i>	<i>Lewis and Clark's Big Trip</i>
	<i>Jack and the Beanstalk</i>	<i>Where Does Food Come From</i>
		<i>Tomás Rivera</i> <i>Life Then and Now</i>
	<i>Little Rabbit's Tale</i> <i>Silly Poems</i>	
	<i>The Garden</i>	<i>Garden Good Guys</i>
	<i>The Ugly Duckling</i>	<i>Amazing Animals</i>
Text-Embedded Grammar Skills	Writing to Texts	
<ul style="list-style-type: none"> • Questions • Types of Sentences (Statement or Question) • Proper Nouns: Names of Months, Days, and Holidays; Using commas with dates • Future Tense (e.g., will and going to) • Prepositions and Prepositional Phrases • Subject Pronouns • Pronoun I 	(Examples of Common Core Text-Dependent Writing) <ul style="list-style-type: none"> • Narrative Writing 	
Research Tasks		
Students will complete one research task each nine weeks. Research tasks are deeply connected to and grounded in the complex texts and writing that is taught this nine weeks.		

Technology Expectations – Course Duration

- [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.1.7](#) 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.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.
- [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.1.3c](#) **Know final -e and common vowel team conventions for representing long vowel sounds.**
- [RF.1.3f](#) Read words with inflectional ending
- [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.

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.1.5](#) 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.

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
- [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.

Language Standards

- [L.1.1](#) **Demonstrate command of conventions of standard English grammar and usage when writing or speaking**
 - e. Use verbs to convey a sense of past, present, and future.
 - i. Use frequently occurring prepositions (e.g., under, before, on)
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [L.1.2](#) **Demonstrate command of the conventions of the standard English capitalization, punctuation, and spelling when writing.**
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
- [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.
- [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*).