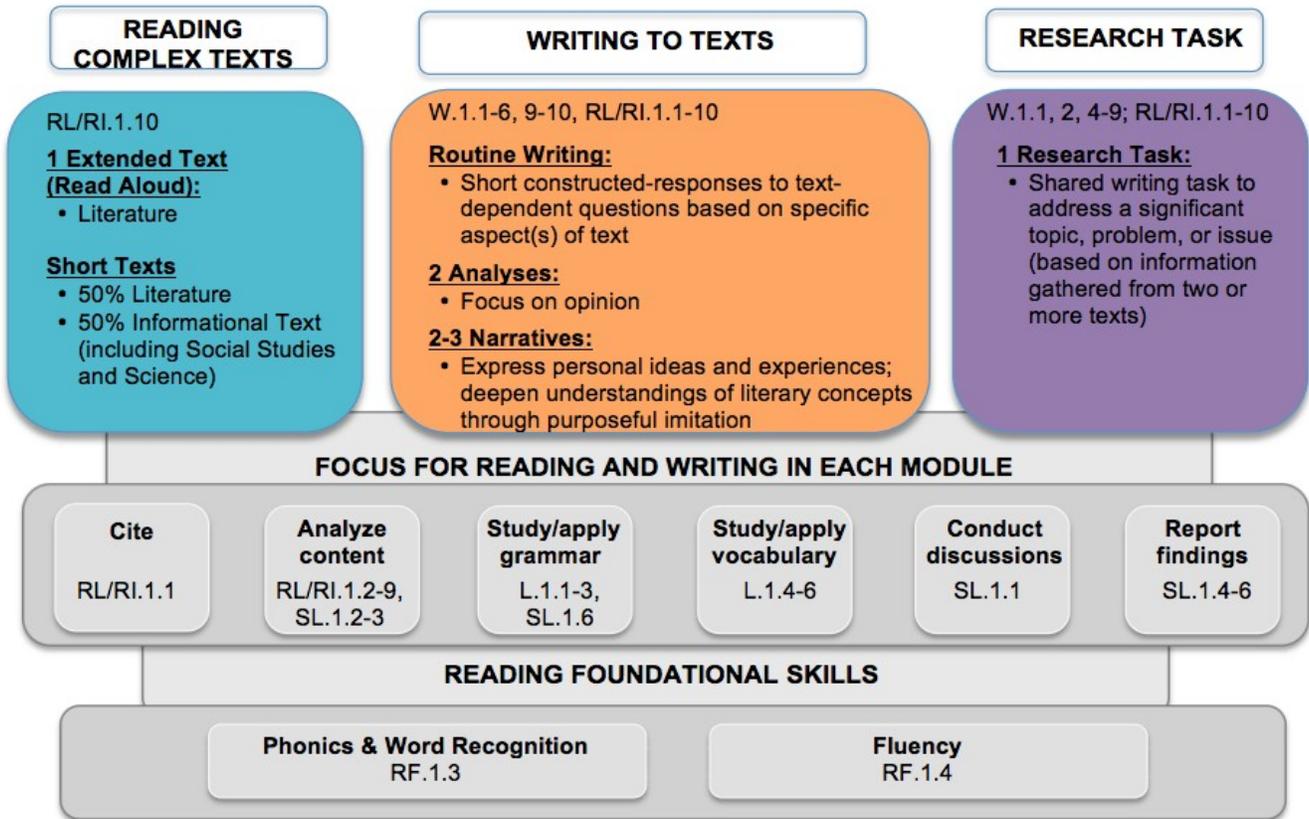


Campbell County Schools
1st Grade
4th Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
Extended Text (Literature)	Short Texts	
	Literature Texts	Informational Texts
<u>Owl at Home</u>	Whistle for Willie Pet Poems	
		A Tree Is a Plant Grow, Apples, Grow!
	The New Friend	Symbols of Our Country
	The Dot	Artists Create Art!
	The Wind and the Sun	What Can You Do?
	The Kite	Measuring Weather
	Hi! Fly Guy	Busy Bugs
		Winners Never Quit! Be a Team Player
Text-Embedded Grammar Skills	Writing to Texts	
<ul style="list-style-type: none"> • Possessive Pronouns (e.g., my, your, his, her, mine, yours, and hers) • Pronouns • Action Verbs • Synonyms • Exclamations • Types of Sentences (Question or Exclamation) • Adjectives (e.g., taste, smell, sound, and texture) • Adverbs (e.g., how, where, when, how much) • Suffix -ly 	<i>(Examples of Common Core Text-Dependent Writing)</i> <ul style="list-style-type: none"> • Narrative Writing • Opinion 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. (See Unit 5, pp. T376-T377; Unit 6 pp. T172-T173)		

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.1.2a](#) 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.1.3d](#) **Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.**
- [RF.1.3e](#) **Decode two-syllable words following basic patterns by breaking the words into syllables.**
- [RF.1.3f](#) **Read words with inflectional endings.**
- [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.1.5](#) 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.1.7](#) 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.1.8](#) 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.1.4](#) 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 the conventions of standard English grammar and usage when writing or speaking.
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- [L.1.1j](#) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- [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*).