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| *Revised January 2014* |
| **1st Nine Weeks**  |
|  | **Topic** | **Eligible Content/****Standards** | **Details** |
| **1** | **Foundational Skills** | CC.1.1.1.BCC.1.1.1.CCC.1.1.1.DCC.1.1.1.E | * Demonstrate understanding of the organization and basic features of print.
* Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
* Know and apply grade-level phonics and word analysis skills in decoding words.
* Read with accuracy and fluency to support comprehension.
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| **2** | **Reading Informational Texts** |  |  |
| **3** | **Reading Literature** | CC.1.3.1.ACC.1.3.1.BCC.1.3.1.CCC.1.3.1.DCC.1.3.1.ECC.1.3.1.GCC.1.3.1.HCC.1.3.1.ICC.1.3.1.JCC.1.3.1.K | * Ask and answer questions about key details in a text.
* Describe characters, settings, and major events in a story, using key details.
* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* Identify who is telling the story at various points in a text.
* Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
* Use illustrations and details in a story to describe characters, setting, or events.
* Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.
* Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
* Read and comprehend literature on grade level, reading independently and proficiently
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| **4** | **Writing** | CC.1.4.1.BCC.1.4.1.CCC.1.4.1.DCC.1.4.1.ECC.1.4.1.GCC.1.4.1.HCC.1.4.1.ICC.1.4.1.JCC.1.4.1.KCC.1.4.1.LCC.1.4.1.MCC.1.4.1.NCC.1.4.1.OCC.1.4.1.QCC.1.4.1.RCC.1.4.1.X | * Identify and write about one specific topic.
* Develop the topic with two or more facts.
* Group information and provide some sense of closure.
* Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
* Write narratives to develop real or imagined experiences or events.
* Establish “who” and “what” the narrative will be about.
* Include thoughts and feelings to describe experiences and events.
* Use a variety of words and phrases.
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| **5** | **Speaking and Listening** | CC.1.5.1.ACC.1.5.1.BCC.1.5.1.CCC.1.5.1.ECC.1.5.1.FCC.1.5.1.G | * Participate in collaborative conversations with peers and adults in small and larger groups.
* Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
* Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
* Produce complete sentences when appropriate to task and situation.

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| * Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.
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| **2nd Nine Weeks** |
|  | **Topic** | **Eligible Content/****Standards** | **Details** |
| **1** | **Foundational Skills** |  | * Demonstrate understanding of the organization and basic features of print.
* Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
* Know and apply grade-level phonics and word analysis skills in decoding words.
* Read with accuracy and fluency to support comprehension.
* Know and apply grade-level phonics and word analysis skills in decoding words.
* Read with accuracy and fluency to support comprehension.
 |
| **2** | **Reading Informational Texts** |  |  |
| **3** | **Reading Literature** |  | * Compare and contrast the adventures and experiences of characters in stories.
* Ask and answer questions about key details in a text.
* Describe characters, settings, and major events in a story, using key details.
* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* Identify who is telling the story at various points in a text.
* Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
* Use illustrations and details in a story to describe characters, setting, or events.
* Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.
* Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
* Read and comprehend literature on grade level, reading independently and proficiently
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| **4** | **Writing** | CC.1.4.1.ACC.1.4.1.FCC.1.4.1.PCC.1.4.1.TCC.1.4.1.VCC.1.4.1.W | * Participate in individual or shared research and writing projects.
* Use a variety of words and phrases.
* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
* Create an organizational structure that includes reasons and provides some sense of closure.
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| **5** | **Speaking and Listening** | CC.1.5.1.D | * Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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| **3rd Nine Weeks** |
|  | **Topic** | **Eligible Content/****Standards** | **Details** |
| **1** | **Foundational Skills** |  | * Know and apply grade-level phonics and word analysis skills in decoding words.
* Read with accuracy and fluency to support comprehension.
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| **2** | **Reading Informational Texts** | CC.1.2.1.ACC.1.2.1.BCC.1.2.1.CCC.1.2.1.ECC.1.2.1.FCC.1.2.1.GCC.1.2.1.HCC.1.2.1.ICC.1.2.1.JCC.1.2.1.L CC.1.2.1.K | * Identify the main idea and retell key details of text.
* Ask and answer questions about key details in a text.
* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
* Use the illustrations and details in a text to describe its key ideas
* Identify the reasons an author gives to support points in a text.
* Identify basic similarities in and differences between two texts on the same topic.
* Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
* Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
* Ask and answer questions about key details in a text.
* Use various text features and search tools to locate key facts or information in a text.
* Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.
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| **3** | **Reading Literature** |  | * Compare and contrast the adventures and experiences of characters in stories.
* Ask and answer questions about key details in a text.
* Describe characters, settings, and major events in a story, using key details.
* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* Identify who is telling the story at various points in a text.
* Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
* Use illustrations and details in a story to describe characters, setting, or events.
* Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.
* Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words
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| **4** | **Writing** |  | * With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
* Write informative/ explanatory texts to examine a topic and convey ideas and information.
* Choose words and phrases for effect.
* Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.
* With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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| **5** | **Speaking and Listening** |  |  |

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| **4th Nine Weeks** |
|  | **Topic** | **Eligible Content/****Standards** | **Details** |
| **1** | **Foundational Skills** |  | * Know and apply grade-level phonics and word analysis skills in decoding words.
* Read with accuracy and fluency to support comprehension.
 |
| **2** | **Reading Informational Texts** |  |  |
| **3** | **Reading Literature** | CC.1.3.1.F | * Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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| **4** | **Writing** | CC.1.4.1.U | * Write opinion pieces on familiar topics.
* Form an opinion by choosing among given topics.
* Support the opinion with reasons related to the opinion.
* With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
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| **5** | **Speaking and Listening** |  |  |