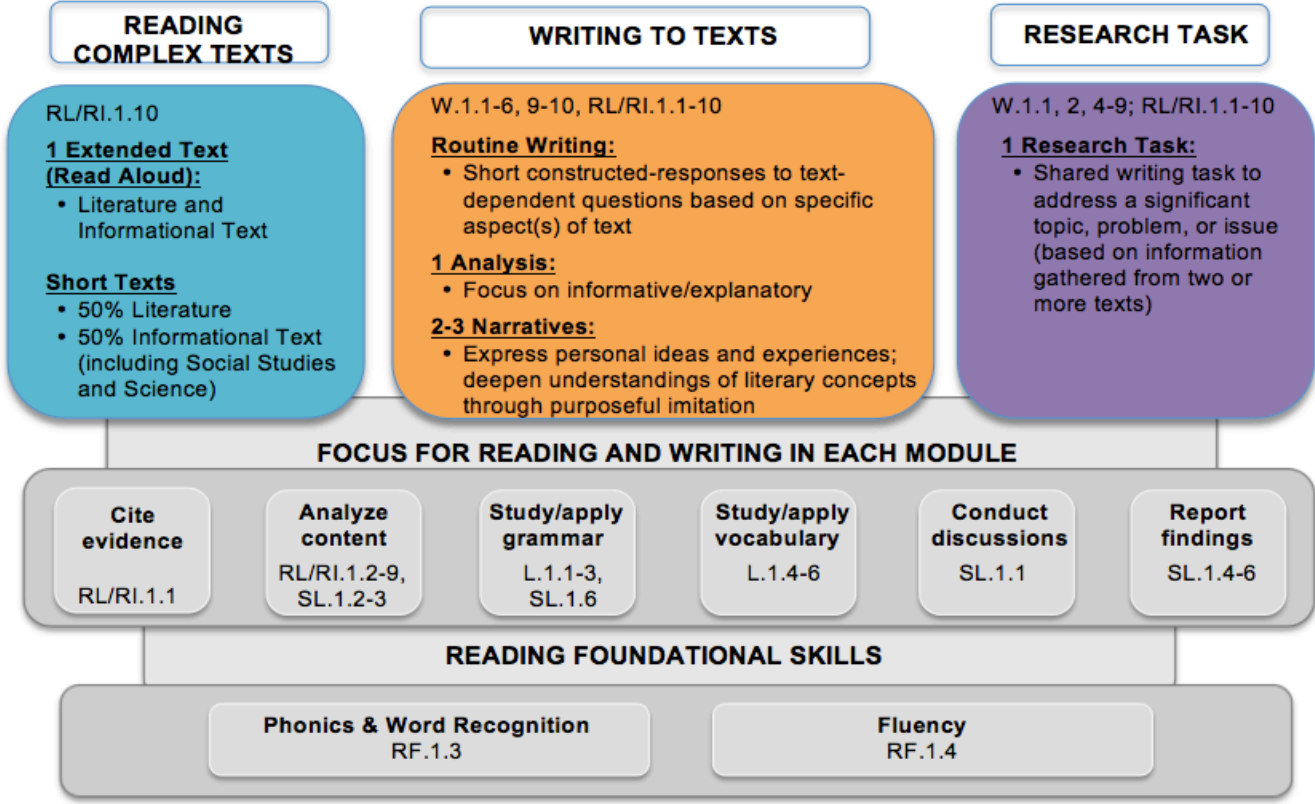


**Campbell County Schools**  
**1<sup>st</sup> Grade**  
**1<sup>st</sup> Nine Weeks at-a-Glance**



<b>Suggested Grade-Appropriate Complex Texts</b>		
<b>Extended Text</b> (Literature and Informational Text)	<b>Short Texts</b>	
	Literature Texts	Informational Texts
	<i>Friends Forever</i>	<i>What is a Pal?</i>
	<i>The Storm</i>	<i>Storms!</i>
	<i>Curious George at School</i>	<i>School Long Ago</i>
	<i>City Mouse and Country Mouse</i>	<i>Lucia's Neighborhood</i>
	<i>Gus Takes the Train</i>	<i>City Zoo</i>
	<i>Jack and the Wolf</i>	<i>The Three Little Pigs</i>
		<i>How Animals Communicate</i> <i>Insect Messages</i>
<b>Text-Embedded Grammar Skills</b>	<b>Writing to Texts</b> (Examples of Common Core Text-Dependent Writing)	
<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Action Verbs</li> <li>• Adjective-size, shape, color, numbers</li> <li>• Complete Sentences-What is a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Writing</li> <li>• Informative Writing</li> </ul>	
<b>Technology Expectations – Course Duration</b>		
<ul style="list-style-type: none"> <li>• <a href="#">RI.1.5</a> 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.</li> <li>• <a href="#">W.1.6</a> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• <a href="#">SL.1.2</a> Ask and answer questions about key details in a text read aloud or information presented orally or through other</li> </ul>		

media.

### Reading Standards for Literature

- [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.1.7](#) 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.1.2](#) Ask and answer questions about key details in 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.1.9](#) 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.

### Writing Standards

- [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 a sense of closure.
- [W.1.5](#) With guidance and support from adults, focus on a topic, respond to questions and suggestions, and add details to strengthen writing as needed.
- [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.
- [SL.1.6](#) Produce complete sentences when appropriate to task and situation.

### Language Standards

- [L.1.1j](#) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- [L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., nouns, verbs, adjectives).
- [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*).