

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Introduced Spiraling throughout the year	Literature <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details <input type="checkbox"/> Retell stories using key details <input type="checkbox"/> characters, settings, and major events 	<ul style="list-style-type: none"> <input type="checkbox"/> RL.1.1 <input type="checkbox"/> RL.1.2 <input type="checkbox"/> RL.1.3 	character, setting, describe, events, key details, lessons, central message
Introduced	Informational <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text. <input type="checkbox"/> Main topic and retell key details of a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> RI.1.1 <input type="checkbox"/> RI.1.2 	key details, text, main idea, topic, retell
9 Weeks	Reading Foundational <ul style="list-style-type: none"> <input type="checkbox"/> Features of print: use of capitalization and ending punctuation <input type="checkbox"/> Upper and lowercase letters <input type="checkbox"/> See Letterland Curriculum: common consonant digraphs, one syllable words, and short vowels, and long vowel. 	<ul style="list-style-type: none"> <input type="checkbox"/> RF.1.1 <input type="checkbox"/> RF.1.1a <input type="checkbox"/> RF.1.2d <input type="checkbox"/> RF.1.3 <input type="checkbox"/> RF.1.4a,b 	print features, sentence features, syllables, spoken words, sound, decode
Introduced/ spiraling throughout the year	Speaking and Listening <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative conversations with peers and adults <input type="checkbox"/> Ask and answer questions about key details and texts <input type="checkbox"/> Add drawings to clarify 	<ul style="list-style-type: none"> <input type="checkbox"/> SL.1.1 <input type="checkbox"/> SL.1.2 <input type="checkbox"/> SL.1.5 	Text, topic, key details

Standards

English Language Arts (ELA)

Reading 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.

Reading Informational

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.

Reading Foundational

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a. Recognize and use **capitalization** and **ending punctuation**.

RF.1.2 Print all **upper-** and **lowercase** letters legibly.

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.4 Know and apply grade level phonics and word **analysis** skills in decoding words.

RF.1.4a–Know the spelling–sound correspondences for common consonant digraphs.

RF.1.4b–**Decode** regularly spelled one–syllable words.

Speaking and Listening

SL.1.1 Participate in collaborative conversations with diverse patterns about grade 1 **topics** and **texts** with peers and adults in small and larger groups. **SL.1.2** Ask and answer questions about **key details** in a **text** read aloud or information presented orally or through other media. **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

I Can Statements

Reading Literature

RL.1.1 I can ask and answer questions about **key details** in a text.

RL.1.2 I can Print all **upper-** and **lowercase** letters legibly.

RL.1.3 I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading Informational

RI.1.1 I can ask and answer questions about **key details** in a text.

RI.1.2 I can print all **upper-** and **lowercase** letters legibly.

Reading Foundational

RF.1.1 I can ask and answer questions about **key details** in a text.

RF.1.1a. I can recognize and use **capitalization** and **ending punctuation**.

RF.1.2. I can print all **upper-** and **lowercase** letters legibly.

RF.1.3 I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.4a I can know the spelling–sound correspondences for common consonant digraphs.

RF.1.4b I can **decode** regularly spelled one–syllable words.

Speaking and Listening

SL.1.1 I can participate in collaborative conversations with diverse patterns about grade 1 **topics** and **texts** with peers and adults in small and larger groups.

SL.1.2 I can ask and answer questions about **key details** in a **text** read aloud or information presented orally or through other media. **SL.1.5** I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Resources

Read Aloud books

https://drive.google.com/open?id=0Bx5e_CulthTONkJPNIozbEIX2s

Standards Based Lessons from DPI

<https://ncdpi.instructure.com/courses/914/pages/first-grade-lessons>



First Grade 1st Nine Weeks

Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
9 Weeks	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	<input type="checkbox"/> W.1.3	Recount, recall, sequence, events, closure
Introduced/Spiraling throughout the year	Demonstrate proficiency within the K-1 conventions continuum.	<input type="checkbox"/> L.1.1 <input type="checkbox"/> L.1.2	Answer, ask, key details, speaker, discussion, listening Print, punctuation, pronouns, conventions, spelling

Writing Standards

W.1.3 Write **narratives** in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. **b.** 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.

Language

Demonstrate proficiency within the K-1 conventions continuum

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

I Can Statements

W.1.3 I can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. (I can write to tell an organized story with details)

L.1.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

L.1.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Resources

- Thinking Maps
- Write from the Beginning and Beyond: Narrative Writing

First Grade First Nine Weeks

Math				
Timeline (# of days)	Topic	Standards	Vocabulary	I can
1 day	1.1 Use pictures to add to	1.OA.1		I can use pictures to add and find sums.
1 day	1.2 Model adding to	1.OA.1	Addition sentence Is equal to Plus sum	I can use objects to solve addition problems.
1 day	1.3 Model putting together	1.OA.1	add	I can use objects to solve putting together addition problems.
1 day	1.4 Model addition	1.OA.1		I can add and put together by making a model.
1 day	1.5 Add zero	1.OA.3	zero	I can add zero to a number.
1 day	1.6 Add in any order	1.OA.3	Addends order	I can add addends in any order.
1 day	1.7 Put together numbers to 10	1.OA.1		I can model and record all the ways to add within 10.
1 day	1.8 Addition to 10	1.OA.6		I can build fluency for addition within 10.
2 days	Chapter Review and Test			
1 day	2.1 Use pictures to show taking from	1.OA.1		I can use pictures to find differences.

1 day	2.2 Model taking from	1.OA.1	Minus Difference Subtraction sentence	I can use objects to solve subtraction problems.
1 day	2.3 Model taking apart	1.OA.1	subtract	I can use objects to solve subtraction problems.
2 days	2.4 Model Subtraction	1.OA.1		I can make a model to solve subtraction problems.
1 day	2.5 Use pictures in subtraction to compare	1.OA.1 1.OA.8	Compare Fewer more	I can compare picture groups to understand subtraction.
1 day	2.6 Subtract to compare	1.OA.1		I can model and compare groups to show subtraction.
1 day	2.7 Subtract all or zero	1.OA.8		I can identify how many are left when subtracting all or zero.
1 day	2.8 Take apart numbers	1.OA.1		I can model and record all the ways to take apart numbers within 10.
1 day	2.9 Subtraction from 10 or less	1.OA.6		I can build fluency for subtraction within 10.
2 day	Chapter Review and test			
1 day	3.1 Add in any order	1.OA.3		I can add in any order within 20.
1 day	3.2 Count on	1.OA.5	Count on	I can count on to find sums within 20.

1 day	3.3 Add doubles	1.OA.6	doubles	I can use doubles to find sums within 20.
1 day	3.6 Practice Strategies	1.OA.6		I can use various strategies to practice addition facts within 20.
1 day	3.7 Add 10 and more	1.OA.6		I can use a 10 frame to add 10.
1 day	3.8 Make a 10 to add	1.OA.6	Make a 10	I can make a ten to find sums within 20.
1 day	3.9 Use make a 10	1.OA.6		I can use numbers to show how to use the make a 10 strategy to add.
1 day	3.10 Add three numbers	1.OA.3		I can add 3 addends.
1 day	3.11 Add three numbers	1.OA.3		I can add 3 addends.
1 day	3.12 Use addition strategies	1.OA.2		I can draw a picture to solve addition problems.
2 days	Chapter Review and Test			

Math Resources

<http://tools4ncteachers.com/first-grade/>

NC DPI Instructional Support Tools- Unpacking Standards (Explanations and Examples)

<https://tools4ncteachers.com/resources/district-leaders/documents/2017-1st-unpacki ng-view.pdf>

Go Math Guidance Document

