

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Introduced Spiraling throughout the year	<b>Literature</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about key details</li> <li><input type="checkbox"/> Retell stories using key details</li> <li><input type="checkbox"/> <b>characters, settings, and major events</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RL.1.1</b></li> <li><input type="checkbox"/> <b>RL.1.2</b></li> <li><input type="checkbox"/> <b>RL.1.3</b></li> </ul>	character, setting, describe, events, key details, lessons, central message
Introduced	<b>Informational</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about key details in a text.</li> <li><input type="checkbox"/> Main topic and retell key details of a text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RI.1.1</b></li> <li><input type="checkbox"/> <b>RI.1.2</b></li> </ul>	key details, text, main idea, topic, retell
9 Weeks	<b>Reading Foundational</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Features of print: use of capitalization and ending punctuation</li> <li><input type="checkbox"/> Upper and lowercase letters</li> <li><input type="checkbox"/> See Letterland Curriculum: common consonant digraphs, one syllable words, and short vowels, and long vowel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RF.1.1</b></li> <li><input type="checkbox"/> <b>RF.1.1a</b></li> <li><input type="checkbox"/> <b>RF.1.2d</b></li> <li><input type="checkbox"/> <b>RF.1.3</b></li> <li><input type="checkbox"/> <b>RF.1.4a,b</b></li> </ul>	print features, sentence features, syllables, spoken words, sound, decode
Introduced/ spiraling throughout the year	<b>Speaking and Listening</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborative conversations with peers and adults</li> <li><input type="checkbox"/> Ask and answer questions about key details and texts</li> <li><input type="checkbox"/> Add drawings to clarify</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SL.1.1</b></li> <li><input type="checkbox"/> <b>SL.1.2</b></li> <li><input type="checkbox"/> <b>SL.1.5</b></li> </ul>	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\\_CuIthTONkJPNIozbEIX2s](https://drive.google.com/open?id=0Bx5e_CuIthTONkJPNIozbEIX2s)

Standards Based Lessons from DPI

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

### Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
9 Weeks	Write <b>narratives</b> 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.	☐ <b>W.1.3</b>	Recount, recall, sequence, events, closure
<b>Introduced/Spiraling throughout the year</b>	Demonstrate proficiency within the K-1 <b>conventions continuum.</b>	☐ <b>L.1.1</b> ☐ <b>L.1.2</b>	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

### Math

Timeline (# of days)	Topic	Standards	Key Vocabulary
14 days	<b>Go Math Chapter 1</b> ☐ Addition Concepts	<ul style="list-style-type: none"> <li>☐ NC.1.OA.1</li> <li>☐ NC.1.OA.7</li> <li>☐ NC.1.OA.3</li> <li>☐ NC.1.OA.6</li> </ul>	equal to =, sum, addends, add addition sentence, order, plus
15 days	<b>Go Math Chapter 2</b> ☐ Subtraction Concepts	<ul style="list-style-type: none"> <li>☐ NC.1.OA.1</li> <li>☐ NC.1.OA.8</li> <li>☐ NC.1.OA.6</li> </ul>	minus -, fewer, more, subtract, compare subtraction sentence, difference
15 days	<b>Go Math Chapter 3</b> ☐ Addition Strategies	<ul style="list-style-type: none"> <li>☐ NC.1.OA.3</li> <li>☐ NC.1.OA.6</li> <li>☐ NC.1.OA.2</li> </ul>	counting on, making a ten

### Math

#### Standards

**NC.1.OA.1** Represent and solve addition and subtraction word problems within 20 with unknowns by using objects, drawings, and equations with a symbol for the unknown number to represent the problem when solving:

- Add to/take from-Change unknown
- Put together/take apart-addend unknown
- Compare-Difference Unknown

**NC.1.OA.3** Apply the commutative and associative properties for solving addition problems.

**NC.1.OA.5** Relate counting to addition and subtraction (e.g., by counting on to 2 to add 2)

**NC.1.OA.6** Add and subtract within 20 using strategies such as:

- Counting on
- Making ten
- Decomposing a number leading to a 10
- Using the relationship between addition and subtraction

- Using a number line
- Creating equivalent but simpler or known sums

## I Can Statements

- I can use pictures to show adding to. Ch. 1
- I can model adding to a group. Ch. 1
- I can model putting together. Ch. 1
- I can solve adding problems by making a model. Ch. 1
- I can explain why we can add addends in any order. Ch. 1
- I can show all the ways to make a number within 10. Ch. 1
- I can build fluency for addition within 10. Ch. 1
- I can use pictures to show taking from. Ch. 2
- I can model taking from a group. Ch. 2
- I can model taking apart. Ch. 2
- I can solve subtraction problems by making a model. Ch. 2
- I can use pictures to compare and subtract. Ch. 2
- I can use models to compare and subtract. Ch. 2
- I can explain what happens when you subtract 0 from a number. Ch. 2
- I can show all the ways to take apart a number. Ch. 2
- I can build fluency for subtraction within 10. Ch. 2.
- I can use count on 1, 2, or 3. Ch. 3
- I can use different strategies to solve addition fact problems. Ch. 3
- I can use a ten frame to add 10 and some more. Ch. 3
- I can use the *make a ten* strategy to add. Ch. 3
- I can make a ten to help me add. Ch. 3
- I can explain what happens when I change the order of the addends when I add. Ch. 3
- I can add three addends. Ch. 3
- I can group numbers to add three addends. Ch. 3
- I can solve addition word problems by drawing a picture. Ch. 3

## 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-unpacking-view.pdf>

Go Math Guidance Document

<https://achievethecore.org/page/2853/go-math-k-5-guidance-documents>

From the Chapter-Level Guidance for Go Math!

**Chapter 1**

- Lesson 1.1 and 1.2 are modified - Condense these lessons so there can be more of a focus on moving more quickly toward the work that is new in first grade.
- Lesson 1.5 - **DELETE** - There is not a separate standard for adding zero. It should be part of the work of 1.OA.C.6 and integrated across the chapter so that it doesn't appear as a separate topic from addition.

**Chapter 2**

- Lesson 2.1 and 2.2 are modified - Condense these lessons so there can be more of a focus on moving more quickly toward the work that is new in first grade.

**Chapter 3**

- Lesson 3.1 - Move and teach after Lesson 3.9
- Lesson 3.3 - **DELETE** - This content will be addressed in Grade 2
- Lesson 3.4 - **DELETE** - This content will be addressed in Grade 2
- Lesson 3.5 - **DELETE** - This content will be addressed in Grade 2
- Lesson 3.8 - Modify - Making 10 is a high leverage strategy so extend the lesson to 2 days.