ELA

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling throughout 9 Week	**Reading Literature** ❏ **Identify** who is **telling** the story at various **points** in a text. ❏ Use **illustrations** and **details** in a story to **describe** its **characters, setting, or events.**	❏ RL.1.6 ❏ RL.1.7	Telling, identify, text, points, narrator, character, illustration, setting, events
Spiraling throughout 9 Week	**Informational** ❏ Use the **illustrations** and **details** in a text to describe its **key ideas**. ❏ **Similarities** in and between two texts on the **differences** same topic.	❏ RI.1.5 ❏ RI.1.7 ❏ RI.1.8 ❏ RI.1.9	key details, illustration, describe, similarity
	Reading Foundational ❏ Understanding syllables (spoken and written) ❏ Decode two syllable words, words with inflectional endings, recognize and read grade appropriate irregularly spelled words ❏ Read with sufficient accuracy and fluency	❏ RF.1.3 ❏ RF.1.4 1.4 e,f,g ❏ RF.1.5	Analysis, decode, expression, fluency, fluid reading
Spiraling throughout 9 Week	**Language** ❏ Clarify the meaning of unknown words ❏ With support and guidance, explore word relationships and meaning.	❏ L.1.4 ❏ L.1.5 ❏ L.1.6	Categorize, Opposite/antonyms, synonyms Action words/verb

ELA

Standards

Reading Literature
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.**
Reading Informational
RI.1.5 Know and use various text features 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 With guidance and support, identify the reasons an author gives to support ideas in a text.
RI.1.9 Identify basic **similarities** in and **differences** between two texts on the same topic.
Language
L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships
L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

I Can Statements

Reading Literature
RL.1.6 I can talk about who is telling a story.
RL.1.7 I can use the pictures and details from the story to describe the characters, setting, and events.

Reading Informational
RI.1.5 I can use parts of a book to find information.
RI.1.7 I can use words and pictures to help me understand nonfiction.
RI.1.8 I can tell what the author wants me to know. I can use pictures and words to help me tell about the text.
RI.1.9 I can compare and contrast two nonfiction texts.

Reading Foundational
RF.1.3 I can show what I have learned about letters and sounds by reading words.
RF.1.4 I can show that I know how words and their parts go together.
RF.1.5 I can read and understand books at my level well.

Language
L.1.4 I can find root words and endings. I can use word clues to figure out what a word means. I can use the end of words to figure out what a word

means.
L.1.5 I can put words in groups that are the same. I can tell what words mean and add details. I can make connections between words.
L.1.6 I can put two little sentences together in one sentence.

Resources	**Read Aloud books** https://drive.google.com/open?id=0Bx5e_Cu1thTONkJPNlozbEIxX2s **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	**W.1.2 Informative/explanatory writing**	❏ **W.1.2**	Informative, explanatory, topic, transition, details, closure, respond, text
Spiraling	Demonstrate proficiency within the K-1 **conventions continuum**.	❏ **W.1.5**	Answer, ask, key details, speaker, discussion, listening Print, punctuation, pronouns, conventions, spelling

Writing

W.1.2 Write **informative/explanatory** texts in which they name a topic, supply some facts about the topic, and provide 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.

W.1.5 Participate in shared research and writing projects.

I Can Statements

W.1.2 I can write to teach about a topic by giving facts about it.
W.1.5 I can investigate things I am interested in, with others. I can write about things I learn. I can find facts. I can write and share with my classmates.

Resources	• Thinking Maps • Write from the Beginning and Beyond

Math

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling throughout 9 Weeks	❏ 10 more and 10 less	**NC.1.NBT.5**	10 more, 10 less, mentally
Spiraling throughout 9 Weeks	❏ Represent and interpret data	**NC.1.MD.C.4**	Organize, represent, interpret, data, how many more, how many less, category
Spiraling throughout 9 Weeks	❏ Distinguish between defining attributes	**NC.1.G.1**	Defining attributes, non-defining attributes
Spiraling throughout 9 Weeks	❏ Compose two-dimensional shapes	**NC.1.G.2**	Two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles), three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular cylinders
Spiraling throughout 9 Weeks	❏ Partition circles and rectangles into equal shares, describe the shares using the words halves, fourths, and quarters	**NC.1.G.3**	Partition, equal shares, halves, fourths, quarters, half of, fourth of, quarter of, whole

Math

Standards	I Can Statements	Resources
Number and Operations in Base Ten **NC.1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, explain the reasoning used. **Measurement and Data** **NC.1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **Geometry** **NC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sides) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes. **NC.1.G.2** Compose two dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1 **NC.1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**NC.1.NBT..5** I can find 10 more or 10 less in my head. **NC.1.MD.C.4** I can organize data. I can understand data. I can ask and answer questions about data. **NC.1.G.1** I can understand and tell about the parts that make different shapes unique. I can build and draw shapes that have certain parts. **NC.1.G.2** I can create two-dimensional shapes. (rectangles, squares, trapezoids, triangles, half circles and quarter-circles.) **NC.1.G.2** I can create three dimensional shapes. (cubes, right rectangular prisms, right circular cones and right circular cylinders) **NC. 1.G.2** I can use two- and three dimensional shapes to create new shapes. **NC. 1.G.3** I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts. **NC.1.G.3** I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them. **NC. 1.G.3** can understand that breaking more circles or rectangles into more equal parts means that the parts will be smaller.	Go Math Chapter 12 Go Math Chapter 10 Go Math Chapter 11 (Chapter 12 before beginning 10 and 11)

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