English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
Introduced/ spiraling throughout the year	**Reading Literature** ❏ **Retell** stories, including **key details**, and demonstrate understanding of their **central message** or **lesson**. ❏ Identify **words** and **phrases** in **stories** or **poems** that suggest **feelings** or **appeal to the senses**.	❏ RL.1.2 ❏ RL.1.4 ❏ RL.1.10	**Retell, key details, central message, phrase, poems**
9 weeks	**Informational** ❏ Distinguish between information provided by **pictures** or other **illustrations** and information provided by the **words in a text** ❏ Identify basic **similarities** in and **differences** between **two texts** on the **same topic.**	❏ RI.1.6 ❏ RI.1.9	**Pictures, illustrations, text, similarities and differences**
Spiraling Throughout the year	**Foundational** Understanding syllables (spoken and written) Vowel team conventions, every syllable has a vowel sound, decode two syllable words following basic patterns by breaking into syllables Read with sufficient accuracy and fluency	❏ RF.1.3 ❏ RF.1.4 1.4c,d,e ❏ RF.1.5	**Syllables, fluency**
Spiraling Throughout the year	**Speaking and Listening** ❏ Collaborative conversations with peers and adults ❏ Ask and answer questions about key details and texts ❏ Ask and answer questions to gather more information. ❏ Produce complete sentence to describe people, places and things or events ❏ Add drawings to clarify	❏ SL.1.1 ❏ SL.1.2 ❏ SL.1.3 ❏ SL.1.4 ❏ SL.1.5	

English Language Arts (ELA)

Standards

Reading Literature
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

Reading Informational
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Reading Foundational
RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade appropriate irregularly spelled words

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening
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 discussion
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4 Produce complete sentences to 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.

I Can Statements

Reading Literature
RL.1.2 I can retell a story I know using important details and show that I know what the author is trying to teach me.
RL.1.4 I can find words in a story or poem that tell about feelings.
RL.1.10 I can read and understand first grade stories and poems.

Reading Informational
RI.1.6 I can find some information from pictures and some information from the words in books.
RI.1.9 I can find things that are the same and different in two nonfiction books that teach about the same topics.

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.

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.1.3 I can ask and answer about what a speaker says to help me understand the person better.
SL.1.4 I can use details when I tell about people, places and things to help others understand them better.
SL.1.5 I can use drawings or other things like that to help others understand what I am talking about.

Resources	Read Aloud books https://drive.google.com/open?id=0Bx5e_Cu1thTONkJPNIozbEIxX2s 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.1.1** Opinion writing **W.1.4** Publish writing using digital tools **W.1.6** Provide information to answer a question	❑ **W.1.1** ❑ **W.1.4** ❑ **W.1.6**	opinion, introduce, topic, reason, transition, details, closure, respond, questions, strengthen writing
Spiraling	Demonstrate proficiency within the K-1 **conventions continuum**.		Answer, ask, key details, speaker, discussion, listening Print, punctuation, pronouns, conventions, spelling

Writing Standards

W.1.1 Write **opinion** pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, 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.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.
W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

I Can Statements

W.1.1 I can write an opinion about a topic and give my reasons for my opinion, and a closing.
W.1.4 I can use a computer to publish my writing.
W.1.6 I can use personal experiences or information I have learned to answer questions.

Resources	• Thinking Maps • Write from the Beginning and Beyond: Opinion Writing

Math

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling throughout 9 Weeks	❏ Solving Word Problems	**NC.1.OA.A.2**	Solve, whole numbers, sum, equal
Spiraling throughout 9 Weeks	❏ Determine unknown whole numbers	**NC.1.OA.D.8**	Equations, unknown numbers, represent, relate, determine
Spiraling throughout 9 Weeks	❏ Compare numbers using symbols	**NC.1.NBT.B.3**	Compare, digit, tens, ones, greater, less, comparisons, symbols, equal,
Spiraling throughout 9 Weeks	❏ Add within 100	**NC.1.NBT.C.4**	Digit, tens, ones, record, compose, multiples, model
Spiraling throughout 9 Weeks	❏ Mentally add 10 or subtract 10 from a two digit number	**NC.1.NBT.C.5**	Multiples, place value properties, explain, reasoning
Spiraling throughout 9 Weeks	❏ Subtract multiples of 10	**NC.1.NBT.C.6**	Multiples, range, models, place value properties, relationships, reasoning
Spiraling throughout 9 Weeks	❏ Order three objects by length and compare the length of the objects	**NC.1.MD.A.1**	Length, compare, objects, indirectly, express, units
Spiraling throughout 9 Weeks	❏ Express the length of an object as a whole number	**NC.1.MD.A.2**	Length, whole number, units
Spiraling throughout 9 Weeks	❏ Tell and Write time in hour and half-hours	**NC.1.MD.B.3**	Hours, half-hours, analog, digital

Math		
Standards	**I Can Statements**	**Resources**
NC.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. E.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	I can solve word problems by adding 3 whole numbers. NC.1.OA.A.2	GO Math **Chapters 7** Go Math **Chapter 8** Go Math **Chapter 9**
NC.1.OA.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=_-3. 6+6=_	I can tell the missing number in an addition and subtraction problem. NC.1.OA.A.8	
NC.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	I can compare two-digit numbers using <, =., and > 1.NBT.3	
NC.1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	I can use math strategies to help me solve problems within 100. NC.1.NBT.4 I can use manipulatives and pictures to help me solve problems within 100. NC.1.NBT.4	
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.	I can find 10 more or 10 less in my head. NC.1.NBT.5	
NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	I can subtract multiples of 10 under 100 and explain what I did. NC.1.NBT.6	
NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	I can put three objects in order from longest to shortest. NC.1.MD.1	

NC.1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	I can tell the length of an object using whole numbers. NC.1.MD.2	
NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	I can tell and write time in hours and half hours using a clock. NC.1.MD.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