ELA			
Timeline (# of days)	**Topic**	**Standards**	**Key Vocabulary**
Introduced/ spiraling throughout the year	**Literature** ❏ **Retell** stories, including **key details**, and demonstrate understanding of their **central message or lesson**. ❏ Explain major **differences** between books that tell **stories** and books that give **information**. ❏ **Identify** who is **telling** the story at various **points** in a text. ❏ **Compare** and **contrast** the adventures and experiences of characters in **stories**.	❏ RL 1.2 ❏ RL 1.5 ❏ RL.1.6 ❏ RL.1.9	**Key details, central message, difference, information identify, contrast and compare**
Introduced/ spiraling throughout the year	**Informational** ❏ Describe the **connection** between two individuals, **events, ideas,** or **pieces** of **information** in a text. ❏ **Ask** and **answer** questions to help determine or clarify the meaning of **words** and **phrases** in a text.	❏ RI. 1.3 ❏ RI.1.4 ❏ RI.1.10	**Connections, events, ideas word phrases**
9 weeks	**Reading Foundational** ❏ Understanding syllables (spoken and written) ❏ Digraphs, one syllable decoding, final -e, common vowel teams for long vowel sounds ❏ Read with sufficient accuracy and fluency	❏ RF.1.3 ❏ RF.1.4 1.4a,b,c ❏ RF.1.5	Decode, syllable, expression, fluency, fluid reading
Spiraling	**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	❏ L.1.1 ❏ SL.1.2 ❏ SL.1.3 ❏ SL.1.4 ❏ SL.1.5	

Spiraling	❏ Demonstrate proficiency within the K-1 conventions continuum.	❏ L 1.1a ❏ L 1.1d ❏ L 1.2b ❏ L 1.2d	Answer, ask, key details, speaker, discussion, listening Print, punctuation, pronouns, conventions, spelling

ELA

Standards

Reading Literature
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.5 Explain major differences between books that tell stories and books that give information.
RL.1.6 Identify who is telling the story at various points in a text.

Reading Informational
RI.1.1 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.1.6 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 stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.5** I can explain major differences between books that tell stories and books that give information.
RL.1.6 I can identify who is telling the story at various points in a text.

Reading Informational
RI.1.1 I can ask and answer questions about key details in a text.
RI.1.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4 I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.6 I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text **RI.1.9** I can identify basic similarities in and differences between two texts on the same topic.

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_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	❏ 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.	❏ **W.1.3**	Recount, recall, sequence, events, closure
Spiraling	❏ Demonstrate proficiency within the K-1 **conventions continuum**.		Answer, ask, key details, speaker, discussion, listening Print, punctuation, pronouns, conventions, spelling

Writing Standards

W.1.3 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.

I Can Statements

Resources	● Thinking Maps ● Write from the Beginning and Beyond: Narrative Writing

First Grade 2nd Nine Weeks

Math				
Timeline (# of days)	**Topic**	**Standards**	**Vocabulary**	**I can**
2 days	4.1 Count Back	1.OA.5	Count back	I can count back to subtract.
1 day	4.2 Think addition to subtract	1.OA.4		I can recall addition facts to subtract within 20.
1 day	4.3 Think addition to subtract	1.OA.4		I can use addition to subtract numbers within 20.
1 day	4.4 Use 10 to subtract	1.OA.6		I can make a 10 to subtract.
1 day	4.5 Break apart to subtract	1.OA.6		I can subtract by breaking apart to make a 10.
1 day	4.6 Use subtraction strategies	1.OA.1		I can solve subtraction problems by acting it out.
2 days	Chapter Review and Test			

1 day	5.1 Add or subtract	1.OA.1		I can make a model to solve addition and subtraction problems.
1 day	5.2 Record related facts	1.OA.6	Related facts	I can record related facts within 20.
1 day	5.3 Identify related facts	1.OA.6		I can identify related addition and subtraction facts within 20.
1 day	5.4 Use addition to check subtraction	1.OA.6		I can find the inverse relationship of addition and subtraction.
1day	5.5 Unknown numbers	1.OA.8		I can use the related facts to find unknown numbers.
1 day	5.6 Use related facts	1.OA.8		I can use a related fact to subtract.
2 days	5.7 Choose an operation	1.OA.1		I can choose an operation to solve a word problem.
1 day	5.8 Ways to make numbers to 20.	1.OA.6		I can represent numbers using sums and differences within 20.
1 day	5.9 Equal and not equal	1.OA.7		I can determine if an equation is true or false.
2 days	5.10 Facts practice to 20	1.OA.6		I can add within 20 and subtract within 10.
2 days	Chapter Review and test			

1 day	6.1 Count by ones to 120.	1.NBT.1		I can count by ones in a sequence up to 120.
1 day	6.2 Count by 10's to 120	1.NBT.1		I can count by 10's from any number in a counting sequence up to 120.
1 day	6.3 Understand ten and ones	1.NBT.2	Digit Ones ten	I can use models to represent 10 and 1's.
1 day	6.4 Make 10 and ones	1.NBT.2		I can use objects, pictures, and numbers to represent a 10 and some ones.
1 day	6.5 Tens	1.NBT.2		I can use objects, pictures, and numbers to represent 10's.
1 day	6.6 Tens and Ones to 50	1.NBT.2		I can group objects to show numbers to 50 as tens and ones.
1 day	6.7 Tens to ones to 100	1.NBT.2	hundred	I can group objects to show numbers to 100 as tens and ones.
3 days	6.8 Show numbers in different ways	1.NBT.2 1.NBT.3		I can make a model to show numbers in different ways.
1 day	6.9 Model, read, and write numbers from 100-110	1.NBT.1		I can read and write numerals to represent 100-110 objects.
1 day	6.10 Model, read, and write numbers from 110-120	1.NBT.1		I can model, read, and write numbers from 110-120.
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-unpa cking-view.pdf

Go Math Guidance Document
https://achievethecore.org/page/2853/go-math-k-5-guidance-documents