

ELA			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Introduced/ spiraling throughout the year	<p>Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <input type="checkbox"/> Explain major differences between books that tell stories and books that give information. <input type="checkbox"/> Identify who is telling the story at various points in a text. <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in stories. 	<ul style="list-style-type: none"> <input type="checkbox"/> RL.1.2 <input type="checkbox"/> RL.1.5 <input type="checkbox"/> RL.1.6 <input type="checkbox"/> RL.1.9 	Key details, central message, difference, information identify, contrast and compare
Introduced/ spiraling throughout the year	<p>Informational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <input type="checkbox"/> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> RI.1.3 <input type="checkbox"/> RI.1.4 <input type="checkbox"/> RI.1.10 	Connections, events, ideas word phrases
Spiraling	<p>Reading Foundational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding syllables (spoken and written) <input type="checkbox"/> Digraphs, one syllable decoding, final -e, common vowel teams for long vowel sounds <input type="checkbox"/> Read with sufficient accuracy and fluency 	<ul style="list-style-type: none"> <input type="checkbox"/> RF.1.3 <input type="checkbox"/> RF.1.4 <input type="checkbox"/> RF.1.5 1.4a,b,c 	Decode, syllable, expression, fluency, fluid reading
Spiraling	<p>Speaking and Listening</p> <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"/> Ask and answer questions to gather more information. <input type="checkbox"/> Produce complete sentence to describe people, places and things or events <input type="checkbox"/> Add drawings to clarify 	<ul style="list-style-type: none"> <input type="checkbox"/> L.1.1 <input type="checkbox"/> SL.1.2 <input type="checkbox"/> SL.1.3 <input type="checkbox"/> SL.1.4 <input type="checkbox"/> SL.1.5 	
Spiraling	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate proficiency within the K-1 conventions continuum. 	<ul style="list-style-type: none"> <input type="checkbox"/> L.1.1a <input type="checkbox"/> L.1.1d <input type="checkbox"/> L.1.2b <input type="checkbox"/> 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.1.10 With prompting and support, read and understand informational text appropriately complex for grade 1 for sustained periods of time.

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.

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.
I can show that I know how word parts and individual sounds go together to help me decode new words.
- 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 to clarify ideas, thoughts, and feelings.

Resources

Read Aloud books

https://drive.google.com/open?id=0Bx5e_CuIthTONkJPNIozbElxX2s

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	<ul style="list-style-type: none"> ❑ 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. 	<ul style="list-style-type: none"> ❑ W.1.3 	Recount, recall, sequence, events, closure
Spiraling	<ul style="list-style-type: none"> ❑ 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

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)

Resources

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

First Grade 2nd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Adding & Subtracting Word Problems 	NC.1.OA.1	Addition, Subtraction, Word Problems, Unknowns, Equations, Add to, Take from, Put together, Take apart, Addend, Difference
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Commutative & Associative Properties for Addition 	NC.1.OA.3	Commutative, Associative
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Unknown addend 	NC.1.OA.4	Addend, unknown number, equations
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Relate counting to addition and subtraction 	NC.1.OA.5	Addition, Subtraction, Related Facts
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Adding & Subtracting within 20 	NC.1.OA.6	Counting on, Making 10, Decomposing, Number line, Equivalent, Sums
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Unknown numbers in equations 	NC.1.OA.8	Unknown numbers, equations, addends
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate adding/subtracting within 10 *is not in Go Math book 	NC.1.OA.9	
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Count to 120 starting at any number 	NC.1.NBT.1	Count, numerals
Spiraling throughout 9 Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Two digits of a two digit number represents amount of tens and ones 	NC.1.NBT.2	Two digit numbers, tens, ones

Math		
Standards	I Can Statements	Resources
<p>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:</p> <ul style="list-style-type: none"> • Add to/take from-Change unknown • Put together/take apart-addend unknown • Compare-Difference Unknown <p>NC.1.OA.3 Apply the commutative and associative properties for solving addition problems.</p> <p>NC.1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</i></p> <p>NC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on to 2 to add 2)</p> <p>NC.1.OA.6 Add and subtract within 20 using strategies such as:</p> <ul style="list-style-type: none"> • 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 <p>NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i></p> <p>NC.1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>Operations and Algebraic Thinking</p> <p>NC.1.OA.1 I can use different strategies for addition to solve word problems (within 20)</p> <p>NC.OA.A.1 I can use different strategies for subtraction to solve word problems. (within 20)</p> <p>NC.1.OA.3 I can use the commutative property of addition.</p> <p>NC.1.OA.3 I can use the associative property.</p> <p>NC.1.OA.4 I can use an addition fact to help me answer a subtraction problem.</p> <p>NC.1.OA.5 I can relate counting to addition and subtraction.</p> <p>NC.1.OA.6 I can add and subtract within 20.</p> <p>NC.1.OA.8 I can figure out what a missing number is in an addition or subtraction problem.</p> <p>Numbers and Operations Base Ten</p> <p>NC.1.NBT.1 I can count up to 120 starting at any number under 120.</p> <p>NC.1.NBT.1 I can read and write my numbers to show how many objects are in a group. (up to 120).</p>	<p>Go Math Chapter 4</p> <p>Go Math Chapter 5</p> <p>Go Math Chapter 6</p>

NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

NC.1.NBT.2 I can tell how many tens and how many ones are in a number.

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>