

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Introduced/ spiraling throughout the year	<p>Reading 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"/> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 	<ul style="list-style-type: none"> <input type="checkbox"/> RL.1.2 <input type="checkbox"/> RL.1.4 <input type="checkbox"/> RL.1.10 	Retell, key details, central message, phrase, poems
9 weeks	<p>Informational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text <input type="checkbox"/> Identify basic similarities in and differences between two texts on the same topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> RI.1.6 <input type="checkbox"/> RI.1.5 <input type="checkbox"/> RI.1.8 <input type="checkbox"/> RI.1.9 	Pictures, illustrations, text, similarities and differences
Spiraling Throughout the year	<p>Foundational</p> <p>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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> RF.1.3 <input type="checkbox"/> RF.1.4 <input type="checkbox"/> RF.1.5 <p style="text-align: center;">1.4c,d,e</p>	Syllables, fluency
Spiraling Throughout the year	<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"/> SL.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 <ul style="list-style-type: none"> <input type="checkbox"/> L.1.4 <input type="checkbox"/> L.1.5 <input type="checkbox"/> L.1.6 	

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.

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.
- Sort words into categories to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes.
 - 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.

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.1.5** I can use parts of a book to find information.
- RI.1.6** I can find information from pictures and words in stories.
- 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 identify similarities and differences 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 first grade text with sufficient accuracy and fluency.

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.

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_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	W.1.1 Opinion writing W.1.4 Publish writing using digital tools W.1.6 Provide information to answer a question	<input type="checkbox"/> W.1.1 <input type="checkbox"/> W.1.4 <input type="checkbox"/> 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 technology 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



First Grade 3rd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling throughout 9 Weeks	<input type="checkbox"/> Solving Word Problems	NC.1.OA.A.2	Solve, whole numbers, sum, equal
Spiraling throughout 9 Weeks	<input type="checkbox"/> Determine unknown whole numbers	NC.1.OA.D.8	Equations, unknown numbers, represent, relate, determine
Spiraling	<input type="checkbox"/> Count to 120 starting at any number	NC.1.NBT.1	Count, numerals
5 Weeks Ch. 6	<input type="checkbox"/> Place value	NC.1.NBT.2	Place value, ones, tens
Spiraling throughout 9 Weeks	<input type="checkbox"/> Compare numbers using symbols	NC.1.NBT.B.3	Compare, digit, tens, ones, greater, less, comparisons, symbols, equal,
Spiraling throughout 9 Weeks	<input type="checkbox"/> Add within 100	NC.1.NBT.C.4	Digit, tens, ones, record, compose, multiples, model
Spiraling	<input type="checkbox"/> 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	<input type="checkbox"/> Subtract multiples of 10	NC.1.NBT.C.6	Multiples, range, models, place value properties, relationships, reasoning
Spiraling	<input type="checkbox"/> Order three objects by length and compare the length of the objects	NC.1.MD.A.1	Length, compare, objects, indirectly, express, units
Spiraling	<input type="checkbox"/> Express the length of an object as a whole number	NC.1.MD.A.2	Length, whole number, units
Spiraling	<input type="checkbox"/> Tell and Write time in hour and half-hours	NC.1.MD.B.3	Hours, half-hours, analog, digital
Spiraling	Identify coins and value	NC.1.MD.5	Quarters, dimes, nickels and pennies

Math		
Standards	I Can Statements	Resources
<p>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.</p> <p>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 $8+?=11$, $5=-3$. $6+6=_$</p> <p>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 $<$.</p> <p>NC.1.NBT.1 Count to 150, starting at any number less than 150.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>I can solve word problems by adding 3 whole numbers. NC.1.OA.A.2</p> <p>I can tell the missing number in an addition and subtraction problem. NC.1.OA.A.8</p> <p>I can compare two-digit numbers using $<$, $=$, and $>$ 1.NBT.3</p> <p>I can count up to 150 starting at any number under 150.</p> <p>I can use math strategies to help me solve problems within 100. NC.1.NBT.4</p> <p>I can use manipulatives and pictures to help me solve problems within 100. NC.1.NBT.4</p> <p>I can find 10 more or 10 less in my head. NC.1.NBT.5</p> <p>I can subtract multiples of 10 under 100 and explain what I did. NC.1.NBT.6</p>	<p>GO Math Chapters 7</p> <p>Go Math Chapter 8</p> <p>Go Math Chapter 9</p>

and subtraction; relate the strategy to a written method and explain the reasoning used.

NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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.

NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.

I can put three objects in order from longest to shortest. NC.1.MD.1

I can tell the length of an object using whole numbers. NC.1.MD.2

I can show that I understand how to measure something by using a smaller object as a measurement tool. NC.1.MD.2

I can tell and write time in hours and half hours using a clock. NC.1.MD.3

I can identify a quarter, dime and nickel and relate their value to pennies. NC.1.MD.5

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>