

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Introduced/ spiraling throughout the year	<p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell stories, including <b>key details</b>, and demonstrate understanding of their <b>central message</b> or <b>lesson</b>.</li> <li><input type="checkbox"/> Identify <b>words</b> and <b>phrases</b> in <b>stories</b> or <b>poems</b> that suggest <b>feelings</b> or <b>appeal to the senses</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RL.1.2</li> <li><input type="checkbox"/> RL.1.4</li> <li><input type="checkbox"/> RL.1.10</li> </ul>	Retell, key details, central message, phrase, poems
9 weeks	<p><b><u>Informational</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between information provided by <b>pictures</b> or other <b>illustrations</b> and information provided by the <b>words in a text</b></li> <li><input type="checkbox"/> Identify basic <b>similarities</b> in and <b>differences</b> between <b>two texts</b> on the <b>same topic</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RI.1.6</li> <li><input type="checkbox"/> RI.1.9</li> </ul>	Pictures, illustrations, text, similarities and differences
Spiraling Throughout the year	<p><b><u>Foundational</u></b></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"> <li><input type="checkbox"/> RF.1.3</li> <li><input type="checkbox"/> RF.1.4 1.4c,d,e</li> <li><input type="checkbox"/> RF.1.5</li> </ul>	Syllables, fluency
Spiraling Throughout the year	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborative conversations with peers and adults</li> <li><input type="checkbox"/> Ask and answer questions about key details and texts</li> <li><input type="checkbox"/> Ask and answer questions to gather more information. <ul style="list-style-type: none"> <li><input type="checkbox"/> Produce complete sentence to describe people, places and things or events</li> </ul> </li> <li><input type="checkbox"/> Add drawings to clarify</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SL.1.1</li> <li><input type="checkbox"/> SL.1.2</li> <li><input type="checkbox"/> SL.1.3</li> <li><input type="checkbox"/> SL.1.4</li> <li><input type="checkbox"/> SL.1.5</li> </ul>	

# 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\\_CuIthTONkJPNIozbEIX2s](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	<b>W.1.1</b> Opinion writing <b>W.1.4</b> Publish writing using digital tools <b>W.1.6</b> Provide information to answer a question	<input type="checkbox"/> <b>W.1.1</b> <input type="checkbox"/> <b>W.1.4</b> <input type="checkbox"/> <b>W.1.6</b>	opinion, introduce, topic, reason, transition, details, closure, respond, questions, strengthen writing

<b>Spiraling</b>	Demonstrate proficiency within the K-1 <b>conventions continuum.</b>		Answer, ask, key details, speaker, discussion, listening Print, punctuation, pronouns, conventions, spelling
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## 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.

<b>Resources</b>	<ul style="list-style-type: none"> <li>● Thinking Maps</li> <li>● Write from the Beginning and Beyond: Opinion Writing</li> </ul>
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## First Grade 3rd Nine Weeks

<b>Math</b>				
<b>Timeline (# of days)</b>	<b>Topic</b>	<b>Standards</b>	<b>Vocabulary</b>	<b>I can</b>
<b>1 day</b>	7.1 Greater than	1.NBT.3	Greater than	I can compare 2-digit numbers to determine which is greater.
<b>1 day</b>	7.2 Less than	1.NBT.3	Less than	I can compare 2-digit numbers to determine which is less.
<b>1 day</b>	7.3 Use symbols to compare	1.NBT.3		I can use symbols to compare numbers.
<b>1 day</b>	7.4 Compare numbers	1.NBT.3		I can make a model to compare numbers.
<b>2 days</b>	7.5 10 less, 10 more	1.NBT.5		I can identify numbers that are 10 more or 10 less than a given number.
<b>2 days</b>	Review and Chapter test			
<b>1 day</b>	8.1 Add and subtract within 20	1.OA.6		I can add and subtract within 20.
<b>1 day</b>	8.2 Add 10's	1.NBT.4		I can draw a model to add 10's.
<b>1 day</b>	8.3 Subtract 10's	1.NBT.6		I can draw a model to subtract tens.
<b>1 day</b>	8.4 Use a hundred chart to add	1.NBT.4		I can use a hundreds chart to find sums.
<b>1 day</b>	8.5 Use models to add	1.NBT.4		I can use concrete models to add ones or tens to a 2-digit number.

<b>1 day</b>	8.6 Make 10 to add	1.NBT.4		I can make a ten to add 1 and 2-digit numbers.
<b>1 day</b>	8.7 Use place value to add	1.NBT.4		I can use tens and ones to add 2-digit numbers.
<b>1 day</b>	8.8 Addition word problems	1.NBT.4		I can draw a picture to solve 2-digit addition and word problems.
<b>1 day</b>	8.9 Related addition and subtraction	1.NBT.4		I can use a hundred chart to find sums and differences.
<b>1 day</b>	8.10 Practice addition and subtraction	1.NBT.4 1.NBT.6		I can add and subtract within 100.
<b>2 days</b>	Chapter Review and Test			
<b>1 day</b>	9.1 Order length	1. MD.1	Shortest longest	I can order objects by length.
<b>1 day</b>	9.2 Indirect measurement	1.MD.1		I can compare lengths of 3 objects to put them in order.
<b>1 day</b>	9.3 Use nonstandard units to measure length	1.MD.2		I can measure length using nonstandard units
<b>1 day</b>	9.4 Make a nonstandard measuring tool	1.MD.2		I can make a nonstandard measuring tool to measure length.
<b>1 day</b>	9.5 Measure and compare	1.MD.2		I can act it out to solve measure problems.
<b>1 day</b>	9.6 Time to the hour	1.MD.3	Hour hand	I can write times to the hour shown on analog clocks.
<b>1 day</b>	9.7 Time to the half hour	1.MD.3	Half hour hour	I can write times to the half hours shown on analog clocks.
<b>1 day</b>	9.8 Tell time to the hour and half hour	1.MD.3	Minute hand Minutes	I can tell times to the hour and half hour using analog and digital clocks.
<b>1 day</b>	9.9 Practice time to the hour and half hour	1.MD.3		I can use the hour hand to draw and write times on analog and digital clocks.

<b>2 days</b>	Chapter Review and Test			
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**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-unpacking-view.pdf>

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