



# First Grade – Elementary Curriculum ESSENTIALS

A quick glance at the standards/outcomes you should be seeing in your classrooms this month.

All grade level standards are expected to be taught; however, the essential standards need to be mastered/secured prior to the end of the school year.

[NVACS](#)

## ELA

### Foundational Skills:

- RF.1.1a: Recognize the distinguishing **features of a sentence** (e.g., first word, capitalization, ending punctuation).
- R.F.1.2b: Orally produce single-syllable words by **blending sounds (phonemes)**, including consonant blends.
- RF.1.2c: Isolate and pronounce **initial, medial vowel, and final sounds (phonemes)** in spoken single-syllable words.
- RF.1.2d: Segment spoken **single-syllable words** into their complete sequence of individual sounds (phonemes).
- RF.1.3b: **Decode** regularly spelled **one-syllable words**.
- RF.1.3c: Know **final -e** and **common vowel team** conventions for representing long vowel sounds.
- RF.1.3d: Use knowledge that **every syllable must have a vowel sound** to determine the **number of syllables** in a printed word.
- RF.1.3e: Decode **two-syllable words** following basic patterns by breaking the words into syllables.
- RF.1.3f: Read words with **inflectional endings**.
- RF.1.3g: Recognize and read grade-appropriate **irregularly spelled words**.
- RF.1.4a: **Read grade-level text** with purpose and understanding.
- RF.1.4b: **Read grade-level text orally** with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4c: **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.
- SL.1.1a: Follow agreed-upon rules for **discussions**.
- SL.1.1b: **Build on others' talk in conversations** by responding to the comments of others through multiple exchanges.

### Language:

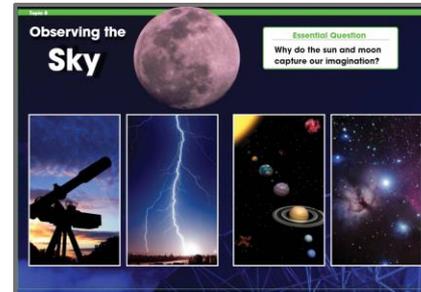
- L.1.1d: Use **personal, possessive, and indefinite pronouns**.
- L.1.1e: Use verbs to convey a sense of past, present, and future.
- L.1.1f: Use frequently occurring adjectives.
- L.1.4a: Use sentence-level **context** as a clue to the **meaning** of a word or phrase.
- L.1.4c: Identify frequently occurring root words and their inflectional forms.
- L.1.5d: 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** acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

### Reading – Informational & Literature Text:

- RL.1.1 & **RI.1.1**: Ask and answer questions about **key details** in a text.
- RI.1.4**: Ask & answer questions to help determine the **meaning of words and phrases** in text.
- RI.1.9**: Identify basic **similarities in and differences** between two texts on the same topic.
- RI.1.10**: With prompting and support, **read informational texts** appropriately complex for grade 1.

### Writing:

- W.1.5: 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.1.8: With guidance and support from adults, **recall information** from experiences or gather information from provided sources to answer a question.



[Unit 8 - Pacing Guide](#)

[Unit 8 - Curriculum Guide](#)



[Unit 9 - Pacing Guide](#)

[Unit 9 - Curriculum Guide](#)

# Math

## April Number Corner:

- Calendar Grid (Folding Fractions)
- Calendar Collector (Counting & Adding with Popsicle Sticks)
- Days in School (Expanded Form)
- Computational Fluency (Numbers to 120)
- Number Line (Adding & Subtracting Decade Numbers)



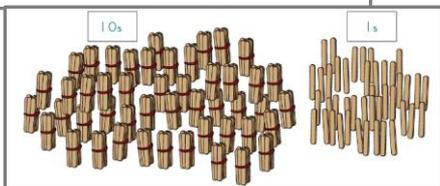
**Unit 7: One Hundred and Beyond**  
 (3/11 - 4/19: 20 sessions over 20 days)  
 \*4/22 - 4/26: F/D/E days\*

### Critical Content Area 1: Operations & Algebraic Thinking

- Understand connections between counting and addition/subtraction
- Use properties of addition to add whole numbers and use strategies to solve addition and subtraction problems within 20.

[Bridges Pacing Framework](#)  
[Unit 7 - Curriculum Guide](#)  
[Unit 7 - Assessment](#)

$$\begin{array}{r} 23 \\ + 34 \\ \hline 57 \end{array}$$



|        |        | April 2014 |           |          |        |          |
|--------|--------|------------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday    | Wednesday | Thursday | Friday | Saturday |
|        |        | 1          | 2         | 3        | 4      | 5        |
| 6      | 7      | 8          | 9         | 10       | 11     | 12       |
| 13     | 14     | 15         | 16        | 17       | 18     | 19       |
| 20     | 21     | 22         | 23        | 24       | 25     | 26       |
| 27     | 28     | 29         | 30        | 31       |        |          |

# Integrated Strategies

## Engagement:

Graphic organizers are a visual display that depict the relationship between facts, terms, and/or ideas within a learning task. When they are simple and used often, they can improve students' engagement in content.

[Graphic Organizers](#)

## Blended Learning:

Games-Simulations-AR-VR-AI  
 Students use tools such as Minecraft Education Edition, BrainPop, iCivics, PhET Simulations, PrismsVR, Sandbox AR, etc. to create and explore virtual worlds. These tools may also provide students with otherwise unattainable experiences which enhance their learning of academic concepts.

## Language ELLevation:

I Am Monologues -  
 Students will:  
 -Assume the identity of a person, place, thing, or idea  
 -Prepare a few short talking points from that point of view  
 -Verbally share the point of view with peers  
*This can be done K-12 with embedded supports and scaffolds.*

[I Am Monologues](#)

# Science

## Earth Science: Air and Weather (3/18 - 6/7)

- 1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- 1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year.

### Air and Weather

[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)

