

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).
- RF.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.1.3a: Know the **spelling-sound correspondences** for common consonant digraphs.
- RF.1.3b: **Decode** regularly spelled **one-syllable words**.
- 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.

Reading - Literature Text:

- RL.1.1: Ask & answer questions about **key details** in a text.
- RL.1.4: Identify **words and phrases** in stories or poems that suggest **feelings** or appeal to the senses.

No Essential Standards are noted this month for Reading Informational Text

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.

Language:

- 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.1.5a: Sort words into **categories** to gain a sense of the concepts the categories represent.
- 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.

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.



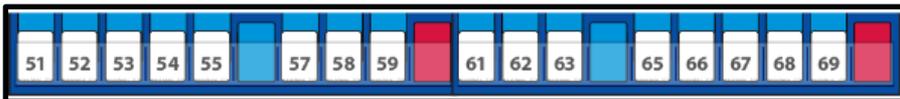
[Unit 4 - Pacing Guide](#)

[Unit 4 - Curriculum Guide](#)

Math

December Number Corner:

- Calendar Grid (Three-Dimensional Shapes All Around Us)
- Calendar Collector (Time to the Hour)
- Days in School (Moving Beyond Fifty)
- Computational Fluency (Doubles & Halves Within Twenty)
- Number Line (The Fifties & Sixties)



Unit 4: Leapfrogs on the Number Line

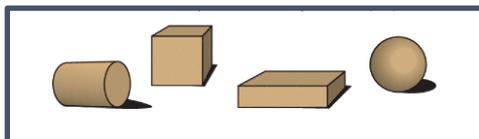
(Numbers in Base Ten, Operations in Algebraic Thinking, Measurement & Data)

Critical Content Area 1: Operations & Algebraic Thinking

- Develop strategies, variety of models, model, develop meaning, and develop strategies.
- Understand connections, use properties of addition, use strategies, solve, compare, build understanding of relationship between addition and subtraction.

[Bridges Pacing Framework](#)

[Unit 4: Curriculum Guide](#)



Integrated Strategies

Engagement:

Realia
Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, if it is something used in the real world.

[Realia Engagement Strategy](#)

Blended Learning:

Formative Assessment

Students use digital tools like Nearpod, Quizizz, Padlet, etc. to take short quizzes or complete exit tickets, providing teachers with immediate data.

Language ELLevation:

Writing Windows

Students will view an image related to the content topic, brainstorm related words and phrases with a peer, and write a descriptive phrase, sentence, or paragraph about the image.

[Writing Windows](#)

Science

Physical Science: Sound and Light

(12/4 - 3/15)

1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

This standard aligns with Investigation 1 which your students will engage in from 12/4 - 12/21 ☺

[Sound and Light](#)

[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)

