



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.1.2c:** Isolate and pronounce **initial, medial vowel, and final sounds (phonemes)** in spoken single-syllable words.
- RF.1.3b:** **Decode** regularly spelled **one-syllable words**.
- RF.1.3f:** Read words with **inflectional endings**.
- RF.1.3g:** Recognize and read grade-appropriate **irregularly spelled words**.
- RL.1.4:** Identify **words and phrases** in stories or poems that suggest **feelings** or appeal to the senses.
- 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.
- 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.1.3a:** 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.

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.1.1b:** Use common, proper, and possessive **nouns**.
- L.1.1c:** Use singular and plural **nouns** with matching **verbs** in basic sentences.
- L.1.1d:** Use personal, possessive, and indefinite **pronouns**
- 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.1.5b:** Define **words by category** and by **one or more key attributes**.
- L.1.5c:** Identify **real-life connections** between words and their use.
- 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 Literature and Informational 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.
- RL.1.10:** With prompting and support, **read informational texts** appropriately complex for grade 1.
- RI.1.1:** Ask and answer questions about **key details** in a text.
- RI.1.9:** Identify basic **similarities in and differences** between two texts on the same topic
- R.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 3: Pacing Guide](#)

[Unit 3: Curriculum Guide](#)

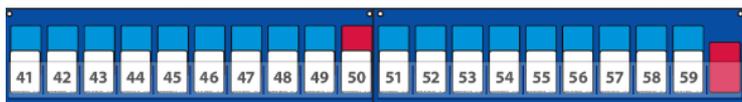
[Unit 4: Pacing Guide](#)

[Unit 4: Curriculum Guide](#)

Math

November Number Corner:

- Calendar Grid (Chomp! Gulp! Nibble! Fractions)
- Calendar Collector (An Hour a Day)
- Days in School (Finding Fifty)
- Computational Fluency (Doubles & Halves to Ten)
- Number Line (The Forties & Fifties)



Unit 3: Adding, Subtracting, Counting & Comparing
(Operations in Algebraic Thinking, Numbers in Base Ten)

Unit 4: Leapfrogs on the Number Line
(Numbers in Base Ten, Operations in Algebraic Thinking, Measurement & Data)

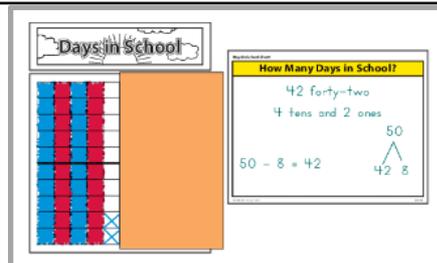
Critical Content Area 1:

- 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 3: Curriculum Guide](#)

[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:

Signal Word Flip Books
Great way for students to learn vocabulary and make meaning of words and even phrases within a text.
*Identify relevant signal words within a text
*Track words using a personal flip book
*Write sentences using the words in meaningful context

[ELLevation Strategy](#)

Science

Life Science: **Plants and Animals** (8/14 - 12/1)

1-LS-1: Use materials to design solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

[Plants and Animals FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)
[Isopods - Care Sheet](#)