

Elementary Curriculum ESSENTIALS

A quick glance at the essential 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.

Integrated Strategies		
<p>Engagement Jigsaw</p> <p>The Jigsaw strategy asks a group of students to become “experts” on a specific text or body of knowledge and then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills.</p>	<p>Blended Learning Project-Based Learning</p> <p>Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.</p>	<p>Language (ELLevation) Building with Bricks and Mortar</p> <p>Create sentences using vocabulary cards Discuss new sentences with peers Write sentences in notebook</p> <p><i>Can be modified with pictures and single words for Kinder.</i></p>
<p>Unit 9: We use Goods and Services Essential Question: Why do people trade with each other? April 22nd - May 10th (15 days)</p>	<p>English Language Arts</p>	<p>Unit 10: Physical Science Essential Question: How would our lives be different without light and sound? May 13 - May 31st (14 days)</p>
Reading Foundational Skills		
<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
<p>RF.1.3b Decode regularly spelled one-syllable words.</p>	<p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>
<p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>RF.1.3.f Read words with inflectional endings.</p>	<p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
<p>RF.1.4a Read grade-level text with purpose and understanding.</p>	<p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Reading - Literature		
<p>RL.1.1 Ask and answer questions about key details in a text.</p>	<p>RL.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
Reading - Informational Text		
<p>RI.1.1 Ask and answer questions about key details in a text.</p>	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic</p>	<p>R.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>
Writing		
<p>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.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
Speaking & Listening		
<p>SL.1.1a Follow agreed-upon rules for discussions.</p>	<p>SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	
Language		
<p>L.1.1.f Use frequently occurring adjectives.</p>	<p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p>
<p>L.1.4c Identify frequently occurring root words and their inflectional forms.</p>	<p>Identify real-life connections between words and their use.</p>	<p>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.</p>
<p>Unit 7 - One Hundred and Beyond 20 sessions over 20 days Numbers and Operations in Base Ten</p>	<p>Mathematics Number Corner Vol. 3 Measurement and Data & Numbers and Operations in Base Ten 20 sessions over 22 days</p>	<p>Unit 8 - Changes, Changes 20 sessions over 20 days Measurement & Data and Operations & Algebraic Thinking</p>
<p>CRITICAL CONTENT AREA 1: Operations and Algebraic Thinking</p> <p>Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. (OA.1; OA.2; OA.3)</p>		
<p>Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction. (OA.5; OA.6; OA.7; OA.8)</p>		
EARTH SCIENCE ~ Air & Weather ~ April 8 - June 7		
	<p>1-ESS1: Earth's Place in the Universe</p>	