

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.1.2a: Distinguish **long from short vowel sounds** in spoken single-syllable words.
- 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.1.2d: 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.1.3g: 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.

Language:

- L.1.4b: Use frequently occurring **affixes as a clue** to the meaning of a word.
- 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**.

Writing:

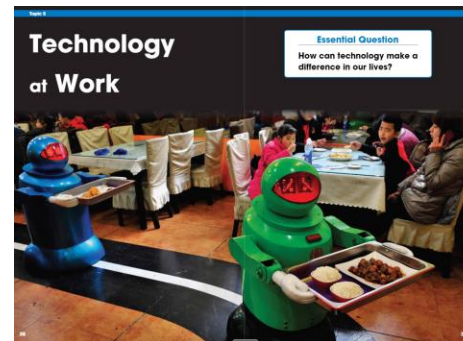
- W.1.5:** With guidance and support from adults, **focus** on a topic, **respond** to questions and suggestions from peers, and add details to **strengthen writing** as needed.
- W.1.8:** With guidance and support from adults, **recall information** from experiences or gather information from provided sources to answer a question.

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.

Reading - Informational Text:

- 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.



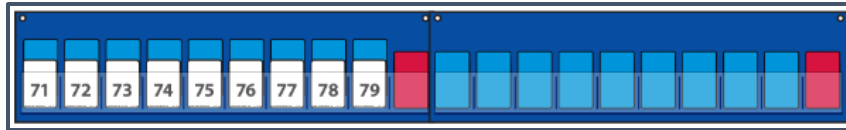
[Unit 5 - Pacing Guide](#)

[Unit 5 - Curriculum Guide](#)

Math

January Number Corner:

- Calendar Grid (Equations with Unknowns)
- Calendar Collector (Tens & Ones with Dimes & Pennies)
- Days in School (Close to One Hundred)
- Computational Fluency (Doubles Plus or Minus One Facts)
- Number Line (The Seventies & Eighties)



Unit 5: Geometry

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 5 - Curriculum Guide](#)

A collage of math activities. On the left, there are several ten frames with red dots and equations: $5 + 5 = 10$, $4 + 4 = 8$, $3 + 3 = 6$, $2 + 2 = 4$, and $1 + 1 = 2$. In the center, there is a 'Days in School' grid with red and blue vertical bars. On the right, there is a 'How Many Days in School?' box with the text: '68 sixty-eight' and '6 tens and 8 ones'.

Integrated Strategies

Engagement:

Writing across-the-curriculum strategies help students synthesize knowledge, ask deeper questions, and prepare for longer, more substantive pieces of writing. By providing students with a variety of writing opportunities with different subjects, they are likely to be more engaged in the classroom.

Blended Learning:

Collaborative Documents - Students work on digital products with a partner or small group. Products may include - Word, PowerPoint, Sway, Excel, Canva design, video. Students have shared ownership and editing rights.

Language ELlevation:

Sentence Scramble (will need to be modified for K) Respond to a question or prompt by stating a sentence. Write the sentence or dictate the sentence while the teacher scribes. Cut up written sentence into individual words. Work with peers to reconstruct the sentence and then write completed sentence.

[Sentence Scramble](#)

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.

[Sound and Light](#)

[FOSS Pacing Guide](#)

[Materials and Organism Delivery Schedule](#)

