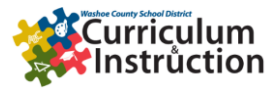




First Grade – Elementary Curriculum ESSENTIALS

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.1.3d: 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.1.3g: 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.1.1b: **Build on others' talk in conversations** by responding to the comments of others through multiple exchanges.

Language:

- L.1.4: Determine or clarify the **meaning of unknown and multiple-meaning words and phrases** based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a: Use sentence-level **context** as a clue to the **meaning** of a word or phrase.
- 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 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.
- R.1.10: With prompting and support, **read informational texts** appropriately complex for grade 1.

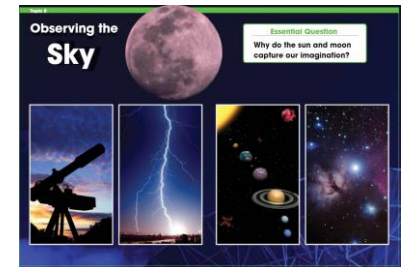
Writing:

- 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.



[Unit 7 - Pacing Guide](#)

[Unit 7 - Curriculum Guide](#)



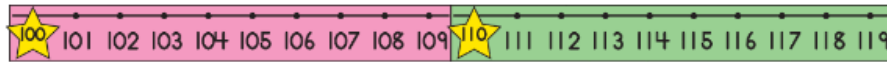
[Unit 8 - Pacing Guide](#)

[Unit 8 - Curriculum Guide](#)

Math

March Number Corner:

- Calendar Grid (What Time Is It?)
- Calendar Collector (Tens, Fives, and Ones with Coins)
- Days in School (Looking Beyond One Hundred)
- Computational Fluency (Think Ten)
- Number Line (Numbers to 120)



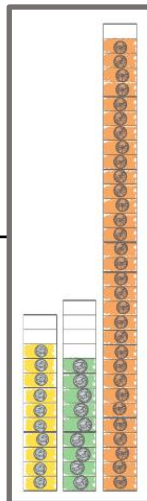
Unit 7: One Hundred and Beyond
(3/11 - 4/19: 20 sessions over 20 days)
4/22 - 4/26: F/D/E days

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.

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

Date	Type of Clock	Time Spent	How much time has passed?
3/1	Analog	2:00	
3/2	Analog	1:30	1 hour
3/3	Analog	1:00	1 hour
3/4	Analog	2:00	1 hour
3/5	Analog	2:30	1 hour



Integrated Strategies

Engagement:

Guest Speakers - Guest speakers extend learning beyond the classroom. There are a variety of ways to integrate speakers with the classroom standards and curriculum. Students benefit from having a clear purpose, and knowing how the topic relates to their studies. Preparing critical questions and a note taker ahead of time will focus learning.

[Guest Speakers](#)

Blended Learning:

Presentation Tools and Graphic Organizers - Students create digital presentations to show what they know using tools such as Power Point, Sway, Canva, Powtoon, Nearpod. Digital graphic organizers are used to help students organize thinking processes and/or show relationships.

Language ELLevation:

Don't Mention It - (Grades K-12)
Verbally describe a content term, person, or idea without using the word itself.
Listen to peers' descriptions and make thoughtful guesses
Can be done in pairs, small group or whole class

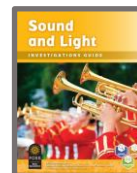
[Don't Mention It](#)

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](#)

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](#)

