



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).
- 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.1.2d: Segment spoken **single-syllable words** into their complete sequence of individual sounds (phonemes).
- RF.1.3a: Know the **spelling-sound correspondences** for common consonant digraphs.
- RF.1.3b: **Decode** regularly spelled **one-syllable words**.
- RF.1.3.f: 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.

Reading Literature and Informational Text:

- RL.1.1: Ask & answer questions about **key details** in a text.
- 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:

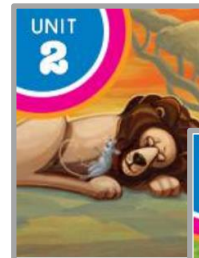
- W.1.5: With guidance and support from adults, **focus** on a topic, **respond** to questions and suggestions from peers, and add details to **strengthen writing** as needed.

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.1.1e: Use verbs to convey a sense of past, present, and future.
- L.1.1h: Use **determiners**
- L.1.4a: Use sentence-level **context** as a clue to the **meaning** of a word or phrase.
- 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.1.5d: 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.



[Unit 2: Pacing Guide](#)

[Unit 2: Curriculum Guide](#)

[Unit 3: Pacing Guide](#)

[Unit 3: Curriculum Guide](#)

Math

October Number Corner:

- Calendar Grid (Fall Number Stories & Equations)
- Calendar Collector (Pattern Block Shapes)
- Days in School (Making Ten)
- Computational Fluency (Make Ten Facts)
- Number Line (The Twenties and Thirties)
- October Assessment - Number Corner Check Up



- Unit 2:** Developing Strategies with Dice & Dominoes
(Operations in Algebraic Thinking, Numbers in Base Ten)
- Unit 3:** Adding, Subtracting, Counting & Comparing
(Operations in Algebraic Thinking, Numbers in Base Ten)

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 2: Curriculum Guide](#)
[Unit 3: Curriculum Guide](#)



Date	Number Tree	Math Story	Equation
+0-1			$10 - 1 = 9$
+0-2		Mom went to the Farmers Market. She bought 3 green apples and 1 red apple. How many apples did she buy?	$3 + 1 = 4$

Integrated Strategies

Engagement:

Exit Ticket ~
 Provides feedback to the teacher about the class; requires the student to do some synthesis of the day's content; challenges the student with a question requiring some application of what was learned in the lesson.

[Exit Ticket](#)

Blended Learning:

Choice Boards/Playlists/Hyper-docs ~

Students can work independently (or with a partner/group) through all or part of a lesson because the teacher has provided them with a digital document that has tasks and resources linked. Students will typically be able to navigate to the resources to view/read, they can also edit their own copy.

Language ELLevation:

360° Words - Move It! Make It! Mean It!

Students will develop academic language through explicit vocabulary learning, identifying sentences, making connections, using kinesthetic movement, associated visuals and definitions.

[360° Words - Move It! Make It! Mean It!](#)

Science

Life Science: Plants and Animals

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](#)