



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.
- 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.
- 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:

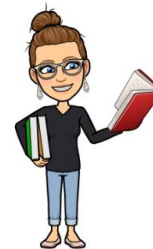
SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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.1.1e:** 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.1.5d:** 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 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.



[Unit 1: Pacing Guide](#)

[Unit 1: Curriculum Guide](#)

[Unit 2: Pacing Guide](#)

[Unit 2: Curriculum Guide](#)

Math

September Number Corner:

Calendar Grid (place value models)
Calendar Collector (fives & ones w/ nickels & pennies)
Days in School (finding 5)
Computational Fluency (adding ten & more)
Number Line (first two decades)

Unit 1: Numbers All Around Us

Unit 2: Developing Strategies with Dice & Dominoes

Critical Content Area 1:

- Develop strategies, variety of models, model, develop meaning.
- Understand connections, use properties of addition, use strategies, solve, compare, build understanding of relationship between addition and subtraction.

[Bridges Pacing Framework](#)

[Unit 1: Curriculum Guide](#)

[Unit 2: Curriculum Guide](#)



Integrated Strategies

Engagement:

Cooperative Learning provides students with the opportunity to share knowledge and tasks with one another.

[Cooperative Learning Strategies](#)

Blended Learning:

Content Curation: Teachers gather quality online resources & share them in a common space for easy student access. Students may also be curating online resources for research or projects. Tools such as browser bookmarks, Wakelet, or Microsoft Edge Collections may be used.

Language ELlevation:

"Vocab Go Fish" This is an interactive way to encourage speaking and listening while building important academic vocabulary. Vocab Go Fish can be used with any content area and can be modified for different grade levels (K-5) as well as levels of support.

["Vocab Go Fish"](#)

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](#)