

Curriculum Map

QTR 3:	Grade: 1st	YEAR: 2018-2019
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Language Arts			
Date	Standard	Assessment	Additional Info.
1/7-1/11	ELAGSE1W1: (Opinion) ELAGSE1L1a print all upper and lower case letters j Produce and expand simple and compound sentences k print with appropriate spacing IXL Skills: M.1-M.11	Opinion Writing Pre-Writing Assessment	Focus on the difference between fact and opinion Basic structure of opinion pieces
1/14-1/18	ELAGSE1W1: (Opinion) ELAGSE1L2 - use conventions of standard english punctuation, capitalization and spelling IXL Skills: M.1-M.11	Benchmark to assess where each student is with spacing, capitals, and punctuation.	Focus on naming a topic, stating opinion, and providing reasons/support for opinions. Introduce the idea of expecting disagreement and counterargument
1/22-1/26	ELAGSE1W1: (Opinion) ELAGSE1L1 a, j, and k ELAGSE1L2 IXL Skills: M.1-M.11	Check in assessment with opinion writing	Learn to bolster our arguments and edit our writing to make it more convincing
1/29-2/2	ELAGSE1W1: (Opinion) ELAGSE1L1c(verb agreement) IXL Skills: P.7 & P.8	Check in assessment with narrative writing	Learn how to write reviews and use comparison in writing. Learn to write

			catchy introductions
2/5-2/9	ELAGSE1W1: (Opinion) ELAGSE1L1c (verb agreement) IXL Skills: P.7 & P.8	Assessment on spacing, capitalization and punctuation. Check in assessment on informational writing	Writing book reviews
2/12-2/15	ELAGSE1W1: (Opinion) ELAGSE1L1c (verb agreement as needed) ELAGSE1L1g (use conjunctions) IXL Skills: T.1	Check in assessment on opinion	Writing book reviews Learn to expand our sentences using conjunctions
2/20-2/23	ELAGSE1W1: (Opinion) ELAGSE1L1 and 2 review skills IXL Skills: T.1	Assess verb agreement Check in assessment on narratives	Writing reviews of other things (restaurants, video games, etc)
2/26-3/2	ELAGSE1W1: (Opinion) ELAGSE1L1 and 2 review skills IXL Skills: N.11 & N.12	Assess conjunctions Post-Writing Assessment	Review & reteach opinion writing concepts not yet mastered Work in small groups Focus on editing
3/5-3/9	ELAGSE1W1: (Opinion) ELAGSE1L1 and 2 IXL Skills: N.11 & N.12	informally assess possessive nouns	Publishing Party - share our work

Reading			
Date	Standard	Assessment	Additional Info.

1/7-1/11	ELAGSE1RL3 ELAGSE1RL7 ELAGSE1RF3a (Review digraphs) IXL Skills: K.1 - K.5	Informal assessment	Describe characters, settings, and major events. Use illustrations and details in a story/text to describe: its characters, setting, or events (fiction)
1/14-1/18	ELAGSE1RI2 ELAGSE1RI6 ELAGSE1RI7 ELAGSE1RF3b and c (read regularly spelled one syllable words, learn “sneaky” e rule - long vowel words) IXL Skills: P.16 & P.17	Informal Assessment Assess digraphs as needed	Review main idea and key details. Use illustrations to describe key details. Distinguish between info provided by the text and illustrations
1/22-1/25	ELAGSE1RL6 Review ELAGSE1RL3 and ELAGSE1RL7 ELAGSE1RF3c (continue to work on “sneaky” e rule)	Informal Assessment	Understand who is telling the story (narrator, a character in the story, etc) Review describing characters and using illustrations.
1/28-2/1	ELAGSE1RI3 Review: ELAGSE1RI2 , ELAGSE1RI6 , ELAGSE1RI7 ELAGSE1RF3c and d (continue to work on “sneaky” e rule, syllable work - determining number of syllables in a word using knowledge that every syllable must have a vowel)	Informal Assessment - in class on comprehension skills Assess reading long vowel words with “sneaky” e	Understand connections between events, people, etc. in book. Continue to work on identifying main idea & key details, using illustrations to describe details, and distinguishing between info from

			pictures and info from words.
2/4-2/8	Review all standards taught so far ELAGSE1RL3 & RI3 ELAGSE1RI2 ELAGSE1RL6 & RI6 ELAGSE1RL7 & RI7 ELAGSE1RF3d (continue with syllable work)	Assessment on RI2 and RI3	Continue to work on all skills taught to move toward mastery
2/11-2/14	Review all standards taught so far ELAGSE1RL3 & RI3 ELAGSE1RI2 ELAGSE1RL6 & RI6 ELAGSE1RL7 & RI7 EALGSE1RF3d (continue with syllable work)	Assessment on RI6 and RI7 Assess ability to determine number of syllables in a word	Continue to work on all skills taught to move toward mastery
2/19-2/22	Review all standards taught so far ELAGSE1RL3 & RI3 ELAGSE1RI2 ELAGSE1RL6 & RI6 ELAGSE1RL7 & RI7 ELAGSE1RF3 (review & reteach concepts taught so far)	Assessment on RL3, RL6 and RL7	Continue to work on all skills taught to move toward mastery
2/25-3/1	Review all standards taught so far ELAGSE1RL3 & RI3 ELAGSE1RI2 ELAGSE1RL6 & RI6 ELAGSE1RL7 & RI7 ELAGSE1RF3 (review & reteach concepts taught so far)	Re-assess as needed Assess RI8 Reassess any RF concepts taught so far	Review activities related to standards covered
3/5-3/9	Review all standards for the quarter.	Complete makeup assessments as	

		needed	
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Math			
Date	Standard	Assessment	Additional Info.
1/7-1/11	<p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>NBT2ab Understand that the two digits of a two digit number represent amounts of tens and ones</p>		<p>Module 2 Topic D: Varied problems with decompositions of ten numbers and one numbers</p> <p>Lessons 24-28</p>
1/14-1/18	<p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>NBT2ab Understand that the two digits of a two digit number represent amounts of tens and ones</p> <p>MD1 Order three objects by length: compare the lengths of two objects indirectly by using third object</p>	<p>Module Assessment</p> <p>Teacher made measurement assessment to check understanding</p>	<p>Module 2 Topic D: Varied problems with decompositions of ten numbers and one numbers</p> <p>Lessons 28-29</p> <p>Module 3: Ordering and Comparing Length Measurements as Numbers(15 days) Topic A: Indirect Comparison in Length Measurement Lessons 1-3</p>

<p>1/22-1/25</p>	<p>MD1 Order three objects by length: compare the lengths of two objects indirectly by using third object</p> <p>MD2 Express the length of an object as a whole number of lengths of units</p> <p>MD1 Order three objects by length: compare the lengths of two objects indirectly by using third object</p> <p>MD2 Express the length of an object as a whole number of lengths of units</p> <p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>MD2 Express the length of an object as a whole number of lengths of units</p> <p>MD4 organize, represent and interpret data</p>		<p>Module 3 Topic B: Standard Length Units Lessons 4-6</p> <p>Module 3 Topic C: Nonstandard and Standard Lengths Lessons 7-9</p> <p>Module 3 Topic D: Data Interpretation Lessons 10-13</p>
<p>1/28-2/1</p>	<p>NBT 1 count to 120</p> <p>NBT 2 understand that the two digits of a two digit number represent amounts of tens and ones</p> <p>NBT 5 given a 2 digit number, mentally find 10 more or ten less</p>	<p>Modular Assessment</p>	<p>Module 4: Place Value, Comparison Addition and Subtraction to 40</p> <p>Topic A: Tens and Ones</p> <p>Lessons: 1-6</p>
<p>2/4-2/8</p>	<p>NBT3 Compare two two-digit numbers based</p>		<p>Module 4 Topic B:</p>

	on meaning of the tens and ones $>$, $<$, $=$		Comparison of Pairs of Two-digit numbers Lessons: 7-10
2/11-2/14	NBT 2 understand that the two digits of a two digit number represent amounts of tens and ones NBT 4 add within 100 NBT 6 subtract multiples of 10		Module 4 Topic C: Addition and Subtraction of Tens Lessons: 11 and 12
2/19-2/22	NBT 4 add within 100	Mid-Module Assessment - (Module 4)	Module 4 Topic D: Addition of Tens or Ones to a Two- Digit Number Lessons 13-18
2/25-3/1	OA 1 Represent and solve problems involving addition and subtraction		Module 4: Topic E: Varied Problem Types within 20 Lessons: 19-22
3/4-3/8	NBT 4 add within 100	Post Assessment (end of module 4 assessment)	Module 4: Topic F: Addition of Tens and Ones to a Two-Digit Number Lessons: 23-29

Social Studies/Science			
Date	Standard	Assessment	Additional Info.
1/7-1/11	S1E1a-d	Informal Assessment	Focus on vocabulary and

			types of weather instruments
1/14-1/18	S1E1a-d	Formal Assessment	
1/22-1/25	SS1G1 SS1CG1 SS1H1a		Mini Peacemaking PBL *Students will also learn and talk about Ruby Bridges
1/28-2/1	SS1G1 SS1CG1 SS1H1a		Survey students about peacemaking
2/4-2/8	SS1G1 SS1CG1 SS1H1a	Oral Presentation	Theodore Roosevelt and Finishing Peacemaking PBL
2/11-2/14	SS1E1-2	Pre-Assessment	Intro idea of producers & consumers Discussion of market experience. Discussion of saving & spending choices, Discussion of choices made and scarcity
2/19-2/22	SS1E1-2	Informal Assessment	Build an understanding of consumers and producers & ways

			we are all both consumers & producers
2/25-3/1	SS1E1-4	Oral Presentation	Begin project of items to sell Make products to sell, have Market where they get to buy & sell on Friday.
3/4-3/8	SS1E1-4	Post-Assessment	Discussion of saving & spending choices, Discussion of choices made and scarcity.