

First Grade 2019-2020 Curriculum Map

<i>Weeks</i>	<i>MATH</i>	<i>WRITING</i>	<i>WORD STUDY</i>	<i>SCIENCE & SS</i>	<i>READING</i>	<i>GRAMMAR</i>
1 8/12-16	<p><i>I can use math tools properly</i> <i>Pre-assessment: Numbers 1-20</i> <i>1 more/1 less</i> <i>Simple word problems</i> <i>Greater than/less than within 20</i></p>	<p><i>I can orally tell a story</i> <i>-handwriting pre-assessment</i> <i>-narrative writing pre-assessment</i></p>	<p><i>Foundations pre-assessment - letter names, sounds, writing and reading letters and words</i></p>	N/A	<p><i>Begin assessing reading levels-</i> <i>Pre-assessment of ability to retell a story and ask/answer questions</i></p>	N/A
2 8/19-23	<p><i>I can use counting on as a strategy to add (OA.5)</i> <i>I know numbers are composed of other numbers (5 is made of 2 and 3, or 4 and 1)</i> <i>I can add and subtract numbers up to 10 (OA.1)</i></p>	<p><i>Bring in family flags to share</i> <i>I can space my words when I write (ELASE1L1k)</i> <i>I can write my upper and lower case letters correctly (ELASE1L1a)</i> <i>I can orally share a story (ELAGSE1W3)</i></p>	<p><i>I can segment a one-syllable word into its sounds</i> <i>I can blend sounds together to read one-syllable words (RF2b, c, and d)</i></p>	<p><i>I can understand who Ruby Bridges is</i> <i>I can understand character traits she showed (SSI1H1a&b, SSI1G1a, SSI1CG1)</i></p>	<p><i>In shared readings, I can answer who, what, when, where, why and how questions. I can ask questions about the text. RL.1</i></p>	

First Grade 2019-2020 Curriculum Map

<p>3 8/26-30</p>	<p><i>I know all the ways to make a 10 (OA-6)</i> <i>I can count on to add within 10 (OA-5)</i> <i>I can make a number bond</i></p>	<p><i>I can orally share stories with beginning, middle and ending (ELAGSE1W3)</i> <i>I can write for longer and longer periods of time</i> <i>I can hold my pencil the right way</i></p>	<p><i>I can segment a one-syllable word into its sounds</i> <i>I can blend sounds together to read one-syllable words (RF2b, c, and d)</i></p>	<p><i>Continued learning about Ruby Bridges (SS1H1a&b, SS1G1a, SS1CG1)</i></p>	<p><i>In shared readings, I can answer who, what, when, where, why and how questions. I can ask questions about the text. (RL-1)</i> <i>I can retell the story, naming the character, telling main events, and stating the problem and solution. (RL-2)</i></p>	
<p>Weeks</p>	<p>MATH</p>	<p>WRITING</p>	<p>WORD STUDY</p>	<p>SCIENCE & SS</p>	<p>READING</p>	<p>GRAMMAR</p>
<p>4 9/3-6</p>	<p>I can use the strategies I know (counting on, making a ten) to solve add to and put together word problems. (OA.1, OA.5)</p>	<p>I can plan and write a story (ELASE1W3) I can start my sentences with a capital (ELAGSE1L2a) I can tell my story</p>	<p>I can segment a one-syllable word into its sounds. I can blend sounds together to read one-syllable words I know the sounds</p>	<p>I can use Science Tools Correctly I can understand who Ben Franklin was and how he was a scientist.</p>	<p>In shared readings, I can identify the central message of a story.</p>	

First Grade 2019-2020 Curriculum Map

	*Introduce change unknown type word problems. (OA.8)	in order and use transition words like first, second, then, next, after that, last. (ELASE1L1)	of the digraphs (wh, th, sh, ch, ck).			
5 9/9-13	I can use what I know about number bonds to solve put together with change unknown word problem types. (OA.1) Assessment: Mid-Module assessment	I can write a story (ELAGSE1W3) I can tell events in order (ELASE1L1) I can add interesting details I can use capital letters to start my sentences (ELAGSE1L2a)	I can segment a one-syllable word into its sounds. I can blend sounds together to read one-syllable words I know the sounds of the digraphs (wh, th, sh, ch, ck).	I can understand who George Washington Carver was and what he did. I can understand light and shadows. I can understand sound - vibration, pitch, volume	I can retell a story including character, main events, problem and solution and central message. I can understand the setting of the story.	I can sort words into categories based on their meanings

First Grade 2019-2020 Curriculum Map

6 9/16-20	<p>I can use what I know about number bonds to help me understand fact families. (OA.3)</p> <p>I can explain what the equals sign is and find equations that are equal to each other. (OA.7)</p>	<p>I can write a story (ELAGSE1W3)</p> <p>I can edit my work for capitals, spacing, and spelling (ELAGSE1L2a)</p> <p>I can identify and use nouns. (ELASE1L1b)</p>	<p>Assessment</p> <p>Assess knowledge of letter sounds, including digraphs</p> <p>Assess blending and segmenting of one-syllable words</p>	<p>I can identify ways GWC and Ben Franklin used Science to make the world a better place.</p> <p>I can understand how magnets are used. I can understand how magnets repel and attract.</p>	<p>I can retell a story</p>	<p>I can identify and use common nouns</p> <p>I can define words using their category and attributes</p> <p>(a tiger is an animal with stripes)</p>
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR
7 9/23-27	<p>I can use fact families to help me subtract (OA.3)</p> <p>I can use strategies to add and subtract fluently within 10. (OA.6)</p>	<p>I can write a story (ELAGSE1W3)</p> <p>I can make my writing special by using interesting words, making my characters talk, feel, think and move and including details</p>	<p>I can blend and segment one syllable words with and without digraphs</p>	<p>I can work with a group to create a signal that uses light and/or sound to communicate in emergency situations.</p>	<p>Assessment -</p> <p>Retelling a story</p> <p>Answering and asking questions</p>	<p>I can make connections between words and their uses (a spoon is used for eating soup)</p>

First Grade 2019-2020 Curriculum Map

8 9/30-10/4	I can apply all I've learned to do well on assessments Assessment: End of Module Assessment (OA.1, OA.3, OA.5, OA.6, OA.7, OA.8)	I can write a story (ELAGSE1W3) I can make it special I can edit my work	I can blend and segment one syllable words with beginning blends. I can use the floss rule	I can work with a group to create a signal that uses light and/or sound to communicate in emergency situations.	Review retelling and answering questions	Assessment on use of transitional words and common nouns
9 10/7-10	Opportunity to review, reteach, and reassess as needed.	Post-writing assessment: I can write a whole story, in order with details and an ending. (ELAGSE1W3)	Assessment: Blend and segment one syllable words with digraphs and beginning blends	I can present my project with my group to the class.	Review Retelling and answering questions	Assessment Vocabulary
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR

First Grade 2019-2020 Curriculum Map

<p>10 10/16-18/19</p>	<p>I can use the read, draw, and write strategy to help me solve different types of word problems. (OA.1, OA.5)</p> <p>I can count on and count back using a number line.</p> <p>I can use related facts to solve problems with missing values.</p>	<p>I can understand and explain what an opinion is. (ELAGSE1W1).</p>	<p>I can distinguish between long vowel and short vowel sounds in spoken one syllable words. (RF.2)</p> <p>I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)</p>	<p>Pre-Assessment I can identify goods and services (SS1E1)</p> <p>I can identify producers and consumers (SS1E3)</p> <p>I can explain scarcity (SS1E2)</p>	<p>I can describe the characters, setting, and events of a fiction story. (RL.3)</p> <p>I can tell who is telling the story at various times in a fiction text. (RL.6)</p>	<p>n/a</p>
<p>11 10/21-25/19</p>	<p>I can use the read, draw, and write strategy to help me solve different types of word problems. (OA.1, OA.5)</p>	<p>I can write an opinion piece stating at least one reason to support my idea (ELAGSE1W1).</p>	<p>I can distinguish between long vowel and short vowel sounds in spoken one syllable words. (RF.2)</p> <p>I can read with sufficient fluency and accuracy to support my</p>	<p>Intro group project - Make a product or products to sell to earn money to spend at the 2nd grade sale. I can identify goods and services. (SS1E1) I can explain how I am both a consumer and a producer (SS1E3) I can explain needs/wants and how</p>	<p>I can describe the characters, setting, and events of a fiction story. (RL.3)</p> <p>I can use illustrations and details in the story to describe characters, setting, and</p>	<p>n/a</p>

First Grade 2019-2020 Curriculum Map

			comprehension. (RF.4)	people decide whether to spend/save their money (SS1E4)	events in a fiction story. (RL.7) I can tell who is telling the story at various times in a fiction text. (RL.6)	
12 10/28- 11/1/19	I can use decomposing strategies to help me solve subtraction problems (OA.4,5,&6).	I can write an opinion piece stating at least two to three reasons to support my opinion (ELAGSE1W1).	I can distinguish between long vowel and short vowel sounds in spoken one syllable words. (RF.2) I can tap out words with blends and read them. (RF.2) I can read with sufficient fluency and accuracy to support my	Students work on project - make products/advertise service. I can identify goods and services (SS1E1) I can think about scarcity as I make my product (SS1E2) I can identify producers and consumers (SS1E3)	I can use illustrations and details in the story to describe characters, setting, and events in a fiction story. (RL.7) I can tell who is telling the story at various times in a fiction text. (RL.6)	I can use proper nouns in my writing,

First Grade 2019-2020 Curriculum Map

			comprehension. (RF.4)			
13 11/4-8/19	End of Module Assessment Begin Module 2 I can solve word problems with 3 addends (OA2).	I can write a strong introduction to captivate and persuade my reader (ELAGSE1W1).	I can tap out words with blends and read them. (RF.2) I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)	Students will review products. Review SS1E1, 2, 3 & 4.	I can tell who is telling the story at various times in a fiction text. (RL.t6) I can tell if a book is fiction or nonfiction. (RL.5 - not assessed yet this quarter)	I can use conjunctions to extend my sentences.
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR

First Grade 2019-2020 Curriculum Map

<p>14</p> <p>11/11-15/19</p>	<p>I can use counting on and make a ten as a strategy to solve missing addend and unknown result problems (OA.5).</p>	<p>I can write a strong closing for my writing that provides a sense of closure (ELAGSE1W1).</p>	<p>I can tap out words with blends and read them. (RF.2)</p> <p>I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)</p>	<p>Students reflect on results of their sale - profits/costs, how scarcity impacted, how people made choices to spend or save their money, review producers/consumers, goods/services.</p> <p>SS1E1, SS1E2, SS1E3, SS1E4</p> <p>Reflection on their sale - assessment</p>	<p>I can ask and answer questions about a nonfiction text. (RI.1)</p>	<p>I can remember to capitalize the names of people in my writing.</p>
<p>15</p> <p>11/18-22/19</p>	<p>I can collaborate and critique my peers' strategies for solving word problems.</p> <p>Mid Module Assessment</p>	<p>I can use transition words or "sparkly words" to enhance my writing pieces (ELAGSE1W1).</p> <p>I can tell reasons an author gives to persuade the reader. (RI8)</p>	<p>I can tap out words with blends and read them.(RF.2)</p> <p>I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)</p>	<p>Intro Weather Unit (NOT ASSESSED UNTIL Q3)</p> <p>-Students review types of weather and key weather words. Students record weather this week (S1E1)</p>	<p>I can identify the main idea and retell key details in a nonfiction text. (RI.2)</p>	<p>N/A</p>

First Grade 2019-2020 Curriculum Map

<p>16 12/2-6/19</p>	<p>I can use counting on and taking from ten as a strategy to solve missing addend and unknown result problems (OA.5).</p>	<p>I can add details in my writing by giving examples for my reasons in my writing (ELAGSE1W1). I can tell reasons an author gives to persuade the reader. (RI.8)</p>	<p>I can isolate sounds in single-syllable words. (RF.2) I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)</p>	<p>Observe types of precipitation</p>	<p>I can identify main idea and retell key details in a nonfiction text. (RI.2) I can use illustrations and details in a text to describe key ideas in a nonfiction story. (RI.7)</p>	<p>N/A</p>
<p>17 12/9-13/19</p>	<p>I can use counting on and taking from ten as a strategy to solve missing addend and unknown result problems (OA.5).</p>	<p>I can write an opinion piece where I write a strong introduction, give reasons, and write a strong closing I can tell reasons an author gives to persuade the reader. (RI.8)</p>	<p>I can segment sounds in single-syllable words. (RF.2) I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)</p>	<p>Observe and use different types of weather tools (anemometer, thermometer, wind vane, rain gauge, etc)</p>	<p>I can identify main idea and retell key details in a nonfiction text. (RI.2) I can use illustrations and details in a text to describe key ideas in a nonfiction story. (RI.7)</p>	<p>I can remember to use punctuation to end my sentences.</p>

First Grade 2019-2020 Curriculum Map

18 12/16- 20/19	I can solve different types of word problems and determine the missing whole number (OA.5&8).	I can collaborate with my peers to edit and present my writing (ELAGSE1W1).	I can read with sufficient fluency and accuracy to support my comprehension. (RF.4)	Review & Assess	Review Reading standards for quarter.	I can remember to use punctuation to end my sentences.
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR
Jan 6-10	OA.1 and OA.3 Subtracting 9 from 10 in word problems	ELAGSE1RI8: Identify reasons an author gives	ELAGSE1RF3 RF3a&b A - common consonant digraphs B - regularly spelled one syllable words	Weather - Weather words/types of weather - Sky conditions - sunny, cloudy, partly cloudy Precipitation - rainy, snowy Temperature - hot, cold, cool, warm Assess - make a weather wheel	RI1-2 F & NF (Guided Reading)	ELAGSE1L1: Possessive nouns, singular & plural nouns, pronouns.

First Grade 2019-2020 Curriculum Map

Jan 13-17	OA.1, OA.3, OA.4, OA.5, OA.6, OA.7 Taking 8 and 9 from teen numbers, decomposing to make a ten, comparing to counting on/back,	RI.8 Identify reasons an author gives	RF3 c - Final E Long vowel sounds with magic e	Weather - measuring weather - tools to measure weather - thermometer, rain gauge, wind vane Begin weather graph	RI1-2 RL5 (Guided Reading)	ELAGSE1L1: B - possessive nouns C - singular and plural D - pronouns
Jan 21-24	OA.1, OA.3, OA.4, OA.5, OA.6, OA.7, Taking 7, 8, and 9 from teen numbers. Assessment - taking from 10	RI.5 -Text features RI6-7 - Use illustrations/ text to describe key details. ELAGSE1W2: write an explanatory text Formally assess this week	RF3 c - Final E Long vowel sounds with magic e	Weather - precipitation - model four types of precipitation with experiments/activities - snow, rain, sleet, hail Graph weather	(RL.5) F & NF (Guided Reading) RI4-7 - Use context to understand word meanings, Use text features, Use illustrations/ text to describe key details. Formally assess RI.1-2	ELAGSE1L1: B - possessive nouns C - singular and plural D - pronouns ELAGSE1L2: A. Capitalization
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR

First Grade 2019-2020 Curriculum Map

Jan 27-31	<p>OA.1, OA.4, OA.5, OA.6, OA.7, OA.8</p> <p>Solving different kinds of word problems</p> <p>Assessment - Solving word problems</p>	<p>RI.5 - Text features</p> <p>RI6-7 - Use illustrations/ text to describe key details.</p> <p>ELAGSE1W2: write an explanatory text</p> <p>Assess/Check on writing explanatory text</p>	<p>ELAGSE1RF3C:</p> <p>Long e</p>	<p>Weather- Review all, finish activities, graph eather</p>	<p>RI4-7 - Use context to understand word meanings, Use text features, Use illustrations/ text to describe key details.</p> <p>Assess RL.5 - F & NF this week</p>	<p>ELAGSE1L1:</p> <p>B - possessive nouns</p> <p>C - singular and plural</p> <p>D - pronouns</p>
Feb 3-7	<p>OA.1, OA.6, NBT.2a, NBT.2b, NBT.5</p> <p>Composing and decomposing teen numbers as 10 and some 1s</p> <p>EOM Assessment</p>	<p>RI6-7 - use illustrations/ text to describe key details</p> <p>Formally assess ALL</p> <p>ELAGSE1W2: write an explanatory text</p>	<p>Common spellings of long vowel sounds</p> <p>(e, a, & o)</p>	<p>Assess weather standards</p>	<p>RI5-7 - Use text features, Use illustrations/ text to describe key details.</p>	<p>ELAGSE1L1:</p> <p>B - possessive nouns</p> <p>C - singular and plural</p> <p>D - pronouns</p>
Feb 10-14	<p>MD.1 & MD.2</p> <p>Assessment - comparing lengths of objects</p>	<p>ELAGSE1W2: write an explanatory text</p>	<p>Common spellings of long vowel sounds</p> <p>(e, a, & o)</p>	<p>Plants and animals</p> <p>Geography</p> <p>(Begin conversations around Australia)</p>	<p>Compare and Contrast</p>	

First Grade 2019-2020 Curriculum Map

Feb 18-21	OA.1 & MD.2 Comparison word problems, measuring accurately	ELAGSE1W2: write an explanatory text Assess/Check on writing explanatory text	Common spellings of long vowel sounds (e, a, & o)	Plants and animals Geography	RI.9, RI.9 - Compare and Contrast Assess this week	
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR
Feb 18-21	OA.1 & MD.2 Comparison word problems, measuring accurately	ELAGSE1W2: write an explanatory text Assess/Check on writing explanatory text	Common spellings of long vowel sounds (e, a, & o)	Plants and animals Geography	RI.9, RI.9 - Compare and Contrast Assess this week	
Feb 24-28	OA.1, MD.2, MD.4 Word problems, measurement, graphs EOM Assessment	ELAGSE1W2: write an explanatory text	Common spellings of long vowel sounds (e, a, & o)	Plants and animals Geography	Review standards/re-assess as needed, expand on compare and contrast.	

First Grade 2019-2020 Curriculum Map

Mar 2-6	NBT.1, NBT.2, NBT.5 Assess knowledge of 10s and 1s/place value	ELAGSE1W2: write an explanatory text	Common spellings of long vowel sounds (e, a, & o)	Plants and animals Geography	Review standards/re-assess as needed, expand on compare and contrast.	
March 9-13	Review All	Final Assessment on explanatory writing	Common spellings of long vowel sounds (e, a, & o)	Plants and animals Geography	Review standards/re-assess as needed, expand on compare and contrast.	
Weeks	MATH	WRITING	WORD STUDY	SCIENCE & SS	READING	GRAMMAR
March 17-20	NBT.4 - Add within 100 NBT.3 - Compare two 2-digit numbers. G.1 - understand defining attributes of shapes	ELAGSE1W2 - Review Informational writing	ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print	Review Historical Figures already taught	ELAGSE1RL4: - Words and phrases in stories or poems that appeal to the sense. ELAGSE1RI4: - Determine	ELAGSE1L1E- verbs and verb tense

First Grade 2019-2020 Curriculum Map

	MD.3 - Tell time				meanings of words in context	
March 23-27	OA.1 - solve word problems NBT.2 - understand place value NBT.4 - add within 100 MD.3 - Tell time G.1 & 2 - making and using composite shapes	ELAGSE1W1 - Review Opinion Writing	ELAGSE1RF3D-F: Final -E , Vowel teams, syllables must have a vowel, decode two-syllable words, read words with inflectional endings.	Historical Figures: Lewis, Clark, Sacagawea , Thomas Jefferson, SS1H1 a & b Geography: I know my continent, country, state, county, city. SS1G2	Review of RI.1- RI.7 - As we read about historical figures, work on asking/answering questions, main idea, illustrations, etc.	ELAGSE1L1E- verbs and verb tense
March 30- Apr 3 (Junior Achievement Day on the 3rd)	NBT. 2 - Place value NBT.4 - Add within 100 End of Module 4 Assessment G.3 - Understand fractions (halves and fourths)	ELAGSE1W3 - Review Personal Narratives	ELAGSE1RF3D-F: Final -E, Vowel teams, syllables must have a vowel, decode two-syllable words, read words with inflectional endings.	Compare and contrast historical figures Sacagawea, Ruby Bridges, Thomas Jefferson, Lewis & Clark SS1H1a&b, SS1G1	RL.9 & RI.9 - Compare and contrast texts on the same topic, characters, settings, and events. RI.3 - Describe connections between two	ELAGSE1L2:C- Use commas in a series and in dates

First Grade 2019-2020 Curriculum Map

					events, characters, etc.	
Apr 6- 10	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
<i>Weeks</i>	<i>MATH</i>	<i>WRITING</i>	<i>WORD STUDY</i>	<i>SCIENCE & SS</i>	<i>READING</i>	<i>GRAMMAR</i>
May 4-8	Review all standards taught. Assess OA.1	ELAGSE1W3 - Narrative Writing	ELAGSE1RF3D-F: Final -E, Vowel teams, syllables must have a vowel, decode two-syllable words, read words with inflectional endings.	Continue exploration of geography, narratives of resistance and character (SS1CG1 and SS1G3)	Review & reteach standards as needed. Assess	ELAGSE1L5d. Distinguish shades of meaning among verbs and adjectives

First Grade 2019-2020 Curriculum Map

May 11-15	Final Assessments	ELAGSE1W3 - Narrative Writing	ELAGSE1RF3D-F: Final -E, Vowel teams, syllables must have a vowel, deocde two- syllable words, read words with inflectional endings.	Continue exploration of geography, narratives of resistance and character (SS1CG1 and SS1G3)	Review & reteach standards as needed. Assess	Review Grammar standards over course of year and re-assess
May 18-22	Review activities and games.	Exhibition of learning	Exhibition of learning	Exhibition of learning	Exhibition of learning	Review activities and games.