

Priority Standards, Skill or Topics

1st GRADE LEVEL

READING					
<i>Priority Standard, Skill, or Topic #1</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #2</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #3</i>	Duration (WEEKS)
<p>CCSS.ELA-LITERACY.RF.1.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.1.2.A</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.B</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-LITERACY.RF.1.2.C</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.D</p> <p>Segment spoken single-syllable words into their complete sequence of individual</p>	36 weeks	<p>CCSS.ELA-LITERACY.RF.1.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.A</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-LITERACY.RF.1.3.B</p> <p>Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.C</p> <p>Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-LITERACY.RF.1.3.D</p> <p>Use knowledge that every syllable must have a vowel sound to determine the</p>	36 weeks	<p>CCSS.ELA-LITERACY.RL.1.2</p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	18 weeks

Priority Standards, Skill or Topics

1st GRADE LEVEL

sounds (phonemes).		number of syllables in a printed word. CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings. CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.			
<i>Priority Standard, Skill, or Topic #4</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #5</i>	Duration (WEEKS)	Priority Standard, Skill, or Topic #6	Duration (WEEKS)
CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with	36 weeks	CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	18 weeks	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	36 weeks

Priority Standards, Skill or Topics

1st GRADE LEVEL

accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
<i>Priority Standard, Skill, or Topic #7</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #8</i>	Duration (WEEKS)	Priority Standard, Skill, or Topic #9	Duration (WEEKS)
CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	36 weeks				
LANGUAGE					
<i>Priority Standard, Skill, or Topic #1</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #2</i>	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)

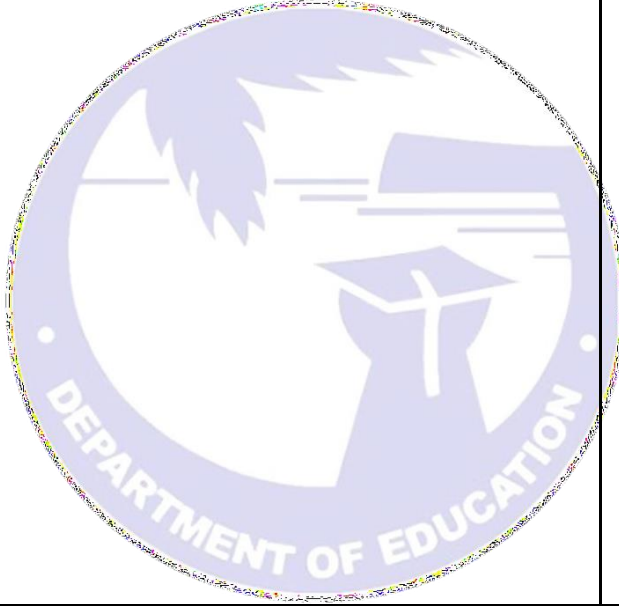
Priority Standards, Skill or Topics

1st GRADE LEVEL

<p>CCSS.ELA-LITERACY.L.1.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.1.1.A</p> <p>Print all upper- and lowercase letters.</p> <p>CCSS.ELA-LITERACY.L.1.1.B</p> <p>Use common, proper, and possessive nouns.</p> <p>CCSS.ELA-LITERACY.L.1.1.C</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS.ELA-LITERACY.L.1.1.D</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>CCSS.ELA-LITERACY.L.1.1.E</p> <p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>36 weeks</p>	<p>CCSS.ELA-LITERACY.L.1.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.1.2.A</p> <p>Capitalize dates and names of people.</p> <p>CCSS.ELA-LITERACY.L.1.2.B</p> <p>Use end punctuation for sentences.</p> <p>CCSS.ELA-LITERACY.L.1.2.C</p> <p>Use commas in dates and to separate single words in a series.</p> <p>CCSS.ELA-LITERACY.L.1.2.D</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-LITERACY.L.1.2.E</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>36 weeks</p>	<p>CCSS.ELA-LITERACY.SL.1.1</p> <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.1.1.A</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.1.1.B</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.1.1.C</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>18 weeks</p>
--	-----------------	--	-----------------	--	-----------------

Priority Standards, Skill or Topics

1st GRADE LEVEL

<p>CCSS.ELA-LITERACY.L.1.1.F</p> <p>Use frequently occurring adjectives.</p> <p>CCSS.ELA-LITERACY.L.1.1.G</p> <p>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>CCSS.ELA-LITERACY.L.1.1.H</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>CCSS.ELA-LITERACY.L.1.1.I</p> <p>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>CCSS.ELA-LITERACY.L.1.1.J</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>					
<p><i>Priority Standard, Skill, or Topic #4</i></p>	<p>Duration (WEEKS)</p>	<p><i>Priority Standard, Skill, or Topic #5</i></p>	<p>Duration (WEEKS)</p>		

Priority Standards, Skill or Topics

1st GRADE LEVEL

WRITING					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2		Priority Standard, Skill, or Topic #3	
<u>CCSS.ELA-LITERACY.W.1.5</u> 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.	36 weeks	<u>CCSS.ELA-LITERACY.W.1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	36 weeks		
MATH					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
<u>CCSS.MATH.CONTENT.1.NBT.A.1</u> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	36 weeks	<u>CCSS.MATH.CONTENT.1.OA.A.1</u> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to	18 weeks	CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: CCSS.MATH.CONTENT.1.NBT.B.2.A 10 can be thought of as a bundle of ten ones —	4 weeks

Priority Standards, Skill or Topics

1st GRADE LEVEL

		represent the problem.1		called a "ten." CCSS.MATH.CONTENT.1.NBT.B.2.B The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. CCSS.MATH.CONTENT.1.NBT.B.2.C The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
<i>Priority Standard, Skill, or Topic #4</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #5</i>	<i>Duration (WEEKS)</i>	<i>Priority Standard, Skill, or Topic #6</i>	<i>Duration (WEEKS)</i>
<p><u>CCSS.MATH.CONTENT.1.NBT.B.3</u></p> <p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	3 weeks	<p><u>CCSS.MATH.CONTENT.1.OA.C.6</u></p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	18 weeks	<p><u>CCSS.MATH.CONTENT.1.NBT.C.4</u></p> <p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	18 weeks

Priority Standards, Skill or Topics

1st GRADE LEVEL

<i>Priority Standard, Skill, or Topic #7</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #8</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #9</i>	Duration (WEEKS)
<p>CCSS.MATH.CONTENT.1.MD.A.2</p> <p>Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	2 weeks	<p>CCSS.MATH.CONTENT.1.MD.B.3</p> <p>Tell and write time in hours and half-hours using analog and digital clocks.</p>	2 weeks	<p>CCSS.MATH.CONTENT.1.MD.C.4</p> <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	3 weeks
<i>Priority Standard, Skill, or Topic #10</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #11</i>	Duration (WEEKS)		
<p>CCSS.MATH.CONTENT.1.G.A.3</p> <p>Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths, and quarters</i>, and use the phrases <i>half of, fourth of, and quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	3 weeks				
SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)

Priority Standards, Skill or Topics

1st GRADE LEVEL

1.4.1 Apply the traits of a good citizen by doing the following: • Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect • Recognizing the purpose of rules and practicing self-control • Working hard in school • Taking responsibility for one’s own actions • Valuing honesty and truthfulness in oneself and others • Participating in classroom decision making through voting.	36 weeks	1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people.	36 weeks	1.4.5 Identify and discuss the various government officials whose decisions affect our lives. EXAMPLE(S): mayors, legislators, governor, president	4 weeks
Priority Standard, Skill, or Topic #4	Duration (WEEKS)	Priority Standard, Skill, or Topic #5	Duration (WEEKS)	Priority Standard, Skill, or Topic #6	Duration (WEEKS)
1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.	3 weeks	1.3.2 Define and give examples of continents, land forms, and oceans.	5 weeks		
Priority Standard, Skill, or Topic #7	Duration (WEEKS)	Priority Standard, Skill, or Topic #8	Duration (WEEKS)		

Priority Standards, Skill or Topics

1st GRADE LEVEL

SCIENCE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
Unit 4: 1-LS1-1. Use materials to design a device that solves a specific problem or a solution to a specific problem. by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*	18 weeks	Unit 4: 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	18 weeks	Unit 4: 1-LS3-1. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. young plants and animals are like, but not exactly like, their parents.	18 weeks
Priority Standard, Skill, or Topic #4	Duration (WEEKS)	Priority Standard, Skill, or Topic #5	Duration (WEEKS)	Priority Standard, Skill, or Topic #6	Duration (WEEKS)
Unit 10: 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	18 weeks				
PE					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
S3.E3.1 Identify the heart as a muscle that grows stronger with exercise, play and physical activity. (Shape America)	18 weeks	S3.E2.1 Actively engage in physical education class. (Shape America)	18 weeks		

Priority Standards, Skill or Topics

1st GRADE LEVEL

HEALTH					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
1.1.1 Tell how healthy behaviors impact personal health and wellness. EXAMPLE: Tell why eating healthy and exercising are healthy behaviors.	18 weeks	1.4.3 Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation. EXAMPLE: Describe appropriate ways to respond when faced with a situation that gives you the “uh-oh” feeling.	18 weeks		
MUSIC					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
1.2.2 Sing age-appropriate songs from memory.	36 weeks	1.1.3 Identify common instruments visually and aurally in a variety of music.	6 weeks		
ART					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
1.2.7 Create artwork based on observations of actual objects and everyday scenes using paints or pens.	36 weeks				

Priority Standards, Skill or Topics

1st GRADE LEVEL

TECHNOLOGY			
ISTE Standard 1: Empowered Learner (EL)		ISTE Standard 2: Digital Citizen (DC)	
	Duration (WEEKS)		Duration (WEEKS)
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	36 weeks	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	36 weeks

