ELA- Term 1

Reading Foundational Skills Concepts

RF.1.1. Demonstrate understanding of the organization and basic features of print. 1a. Recognize the distinguishing features of a sentence. (first word, capitalization, ending punctuation.)

Phonological Awareness RF.1.2. Demonstrate Understanding of spoken words, syllables, and sounds (phonemes) 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2d. Segment spoken single-syllable words into their complete sequence of individual sounds.

Phonics and Word Recognition RF1.3. Know and apply grade-level phonics and word analysis skills in decoding words 3b. Decode regularly spelled one-syllable words. 3f. Read words with inflectional endings. (Suffix –s) 3g. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.1.4. Read with accuracy and fluency to support comprehension. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading Standards for Literature Key Ideas and Details

RL.1.1. Ask and answer questions about key details in text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3.** Describe characters, setting, and major events in a story, using key details. Craft and Structure **RL.1.4.** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. Integration of Knowledge and Ideas **RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events. Range of Reading and Text Complexity **RL.1.10.** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text Key Ideas and Details **RI.1.1.** Ask and answer questions about key details in text. **RI.1.2.** Identify the main topic and retell key details of a text. **RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure **RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **RI.1.5.** Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Range of Reading and Text Complexity **RI.1.10.** With prompting and support, read informational texts appropriately complex for grade1.

Writing Standards Text types and Purpose **W.1.3**. Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Production and Distribution of 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. Research to Build a Present Knowledge **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Text types and

Purpose **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Speaking and Listening Standards Comprehension and Collaboration 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. 1a. 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. 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1c. Ask questions to clear up any confusion about the topics and texts under discussion. **SL 1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL 1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas **SL.1.4**. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL. 1.6.** Produce complete sentences when appropriate to task and situation.

Math- Term 1

Lesson 1 – Lesson 9 1.OA.1 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 represent the problem. (See Glossary, Table 1.)

1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 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).

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?. *1.MD.3b Identify the days of the week, the number of days in a week, and the number of weeks in each month.