

**NEW HAVEN ELEMENTARY  
SCHOOL FIRST GRADE LONG  
RANGE PLAN 2018-2019**

**First Nine Weeks**  
August 15 – October 17

**Reading Foundation**

- 1.RF.1a–Recognize the distinguishing features of a sentence.
- 1.RF.2a–Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.RF.2b–Orally produce single-syllable words by blending sounds, including consonant blends.
- 1.RF.2c–Isolate and produce initial, medial vowel, and final sounds in spoken single-syllable words.
- 1.RF.2d–Segment spoken single-syllable words into their complete sequence of individual sounds.

**Language**

- 1.L.1a–Print all upper- and lowercase letters.
- 1.L.1b–Use common, proper, and possessive nouns.
- 1.L.2b–Use end punctuation for sentences.
- 1.L.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.
- 1.L.2e–Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Reading Literature**

- 1.RL.1–Ask and answer questions about key details in a text.
- 1.RL.2–Retell stories, including key details, and demonstrate

understanding of their central message or lesson.

### **Reading Informational Text**

- 1.RI.1 – Ask and answer questions about key details in a text.
- 1.RI.2 – Identify the main topic and retell key details of a text.
- 1.RI.5 – Know and use various text features to locate key facts and information in a text.

### **Speaking and Listening**

- 1.SL.1a – Follow agreed-upon rules for discussions.
- 1.SL.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 1.SL.1c – Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### **Writing :**

- 1.W.7-Participate in shared research and writing projects.
- 1.W.8–With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Launching the Writer's Workshop-Smekens (5 Weeks)

I am an Author" Mode Launch (3 Weeks)

Ongoing all year: Phonetic Principles, Comprehension Strategies, Grammar and Mechanics

### **Math**

- 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.
- 1.OA.5–Relate counting to addition and subtraction.
- 1.OA.6–Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.
- 1.OA.3–Apply properties of operations as strategies to add and subtract.
- 1.OA.4 – Understand subtraction as an unknown addend problem.
- 1.OA.8 – Determine unknown whole number in an addition or subtraction equation relating

three whole numbers.

### **Social Studies**

Community, Rules/Citizenship

Practical Living – Nutrition, Personal Wellness

### **Science**

Engineering Design Process

K-2-ETS1-1 Ask questions, make observations and gather information about a situation people want to change to define a simple problem.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weakness of how each performs.

## **Second Nine Weeks**

October 18 – January 9

### **Reading Foundation**

1.RF.3a – Know the spelling-sound correspondence for common consonant digraphs.

1.RF.3b - Decode regularly spelled one-syllable words.

1.RF.3c – Know final –e and common vowel team conventions for representing long vowel sounds

### **Language**

1.L.1c–Use singular and plural nouns with matching verbs in basic sentences.

1.L.1d – Use personal, possessive, and indefinite pronouns.

1.L.2d–Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs.

1.L.5a–Sort words into categories to gain a sense of the concepts the categories represent.

1.L.2a–Capitalize dates and names of people.

### **Reading Literature**

- 1.RL.5–Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.RL.3–Describe characters, setting, and major events in a story, using key details.
- 1.RL.6–Identify who is telling the story at various points in a text.
- 1.RL.7–Use illustrations and details in a story to describe its characters, settings, or events.

### **Reading Informational Text**

- 1.RI.6–Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.7–Use the illustrations and details in a text to describe its key ideas.
- 1.RI.3–Describe the connection between two individuals, events, ideas, or pieces of information in a

### **Speaking and Listening**

- 1.SL.3–Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Writing**

- 1.W.3 –Write narratives in which they recount two or more appropriately sequenced event, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Pre-Test Narrative Writing Unit (3 weeks)**

### **Pre-Test Informative Writing Unit (3 weeks)**

### **Pre-Test Opinion Writing Unit (3 weeks)**

Ongoing all year: Blending/Decoding Words, Spelling Patterns, Conventional Spelling Personal Narrative Writing

### **Math**

- 1.OA.2–Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- 1.OA.7-Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- 1.MD.4–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 another.

1.NBT.1–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.

1.NBT.2c–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.)

### **Social Studies**

Cultural Diversity, Native Americans, Geography, Holidays around the World

### **Science:**

Patterns of Change in the Sky

1-ESS1-1–Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2–Make observations at different times of year to relate the amount of daylight to the time of year.

## **Third Nine Weeks**

January 10– March 14

### **ELA**

#### **Reading Foundation**

1.RF.3e–Decode two-syllable words following basic patterns by breaking the words into syllables.

1.RF.3–Read words with inflectional endings.

1.RF.3g–Recognize and read grade-appropriate irregularly spelled words.

1.RF.4a–Read on-level text with purpose and understanding.

#### **Language**

1.L.1e–Use verbs to convey a sense of past, present, and future.

1.L.4a–Use sentence-level context as a clue to the meaning of a word or phrase.

### **Reading Literature**

- 1.RL.4–Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.10–With prompting and support, read prose and poetry of appropriate complexity for grade 1.

### **Reading Informational Texts**

- 1.RI.4–Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- 1.RI.8–Identify the reasons an author gives to support points in a text.
- 1.RI.9–Identify basic similarities in and differences between two texts on the same topic.

### **Speaking and Listening**

- 1.SL.6–Produce complete sentences when appropriate to task and situation.
- 1.W.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.

### **Math**

- 1.NBT. B.2b–The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.B.2a–10 can be thought of as a bundle of ten ones – called a “ten.”
- 1.NBT.3–Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .
- 1.NBT.5–Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.4–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.
- 1.NBT.6–Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

### **Social Studies**

Historical Perspectives, Cultural Elements & Black History Month

## **Science**

### Light and Sound Waves & Light and Sound in Communication

1-PS4-1–Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-2–Make observations to construct an evidence-based account that objects can be seen only when illuminated.

1-PS4-3–Plan and conduct an investigation to determine the effect of placing objects made with different material in the path of a beam of light.

K-2-ETS1-2–Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

1-PS4-4–Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

K-2-ETS1-1–Ask questions, make observation, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3–Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

## **Fourth Nine Weeks**

March 15– May 22

## **ELA**

### **Reading Foundations**

1.RF.4b–Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

1.RF.4c–Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Language**

1.L.1g–Use frequently occurring conjunctions.

1.L.1h–Use determiners.

1.L.5c–Identify real-life connections between words and their use.

1.L.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.

### **Reading Literature**

1.RL.9–Compare and contrast the adventures and experiences of characters in stories.

### **Reading Informational Texts**

1.RI.10–With prompting and support, read informational texts appropriately complex for grade 1.

### **Speaking and Listening**

1.SL.4–Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

### **Writing**

1.W.1–Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Post-Test Narrative Writing Unit (3 weeks)**

**Post-Test Informative Writing Unit (3 weeks)**

**Post-Test Opinion Writing Unit (3 weeks)**

### **Math**

1.MD.1–Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2–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.

1.MD.3–Tell and write time in hours and half-hours using analog and digital clocks.

1.G.1–Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

1.G.2–Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.G.3–Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

### **Social Studies**

Cultural-Fairy Tales around the World

### **Science**

Characteristics and Behaviors of Living Things, Adaptations, and Mimicking Plants or animals to Solve Problems

1-LS1-2–Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1–Make observations to make an evidence-based account that young plants and animals are like, but not exactly like, their parents.

1-LS1-1–Use materials to design a 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.

K-2-ETS1-1–Ask questions, make observations, and gather information about a situation people want to change to find a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2–Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.