Florence Elementary School
First Grade Curriculum Map
2016-2017

8/17/16-9/30/16

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Language	1.L.1a – Print all upper- and lowercase letters. 1.L.1b – Use common, proper, and possessive nouns.					
	Sources: *Core Language Unit* pg. 1-21*; Common Core Daily Language Practice* pg. 1-16					
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.3 – Apply properties of operations as strategies to add and subtract. 1.OA.4 – Understand subtraction as an unknown-addend problem. 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.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.					
	Sources: *enVisionmath2.0* Topic 1, "Solve Addition and Subtraction Problems to 10"; *enVisionmath2.0* Topic 2, "Fluently Add and Subtract within 10"					
Reading: Foundational Skills	1.FS.1a – Recognize the distinguishing features of a sentence. 1.FS.2a – Distinguish long from short vowel sounds in spoken single-syllable words.					
	Sources: *Benchmark Literacy; The Phonics Dance*; *Saxon Phonics*					
Reading: Literature & Informational Text	Procedures.					
	Sources: *The First 30 Days of School: Routines and Rituals*					
Science	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.					

	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 construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
	Sources:
Social Studies	Geography; My World; American Symbols
Speaking & 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.
	Sources: *Benchmark Literacy*
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.
	Sources: *The First 30 Days of School: Routines and Rituals*

10/3/16-11/11/16

Subject	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Language	1.L.1b – Use common, proper, and possessive nouns. 1.L.1c – Use singular and plural nouns with matching verbs in basic sentences. 1.L.1d – Use personal, possessive, and indefinite pronouns.					
	Sources: *Core Language Unit* pg. 22-47*; Common Core Daily Language Practice* pg. 17-26					
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.3 – Apply properties of operations as strategies to add and subtract. 1.OA.4 - Understand subtraction as an unknown-addend problem. 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.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	
	Sources: *enVisionmath2.0* Topic 2, "Fluently Add and Subtract within 10"; *enVisionmath2.0* Topic 3, "Addition Facts to 20: Use Strategies"; *enVisionmath2.0* Topic 4, "Subtraction Facts to 20: Use Strategies"	
Reading: Foundational Skills	1.FS.2b – Orally produce single-syllable words by blending sounds, including consonant blends. 1.FS.2c – Isolate and produce initial, medial vowel, and final sounds in spoken single-syllable words. 1.FS.2d – Segment spoken single-syllable words into their complete sequence of individual sounds.	
	Sources: *Benchmark Literacy; The Phonics Dance*; *Saxon Phonics*	
Reading: Literature & Informational Text	Ask questions. Identify stated main idea and supporting details. Visualize. Analyze character. 1.RL.1 – Ask and answer questions about key details in a text. 1.RI.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. 1.RI.2 – Identify the main topic and retell key details of a text. 1.RL.3 – Describe characters, settings, and major events in a story, using key details. 1.RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
	Sources: *Benchmark Literacy* Units 1-2	
Science	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. 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 construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	
	Sources:	
Social Studies	Landforms and Water; Economics; Community Workers	
Speaking & Listening	1.SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
	Sources: *Benchmark Literacy*	
Writing	1.W.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.	
	Sources: *Benchmark Literacy* Writing Unit 1: Journals	

11/14/16-1/13/16

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Language	1.L.1d – Use personal, possessive, and indefinite pronouns. 1.L.1e – Use verbs to convey a sense of past, present, and future.					
	Sources: *Core Language Unit* pg. 56-81*; Common Core Daily Language Practice* pg. 27-41					
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.2 – Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, with a symbol for the unknown number to represent the problem. 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.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.7 – Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. 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 in 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.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.2a – 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.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.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).					

	Sources: *enVisionmath2.0* Topic 4, "Subtraction Facts to 20: Use Strategies" *enVisionmath2.0* Topic 5, "Work with Addition and Subtraction Equations"; *enVisionmath2.0* Topic 6, "Represent and Interpret Data"; *enVisionmath2.0* Topic 7, "Extend the Counting Sequence"; *enVisionmath2.0* Topic 8, "Understand Place Value"
Reading: Foundational Skills	1.FS.3a – Know the spelling-sound correspondences for common consonant digraphs. 1.FS.3b – Decode regularly spelled one-syllable words. 1.FS.3c – Know final –e and common vowel team conventions for representing long vowel sounds.
	Sources: *Benchmark Literacy; The Phonics Dance*; *Saxon Phonics*
Reading: Literature & Informational Text	Determine text importance. Identify sequence of events. Summarize and synthesize. Analyze story elements. 1.RL.1 – Ask and answer questions about key details in a text. 1.RI.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. 1.RI.2 – Identify the main topic and retell key details of a text. 1.RL.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RI.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.RL.7 – Use illustrations and details in a story to describe its characters, setting, or events. 1.RI.7 – Use the illustrations and details in a text to describe its key ideas.
	Sources: *Benchmark Literacy* Units 3-4
Science	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 the year to relate the amount of daylight to the time of year.
	Sources:
Social Studies	Families; Good Citizenship; US Government
Speaking & Listening	1.SL.6 – Produce complete sentences when appropriate to task and situation.
	Sources: *Benchmark Literacy*
Writing	1.W.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. 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.
	Sources: *Benchmark Literacy* Writing Unit 1: Journals; *Benchmark Literacy* Writing Unit 2: Personal Narratives

1/17/17-2/24/17

Subject	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Language	1.L.1e – Use verbs to convey a sense of past, present, and future pronouns. 1.L.1f – Use frequently occurring adjectives. 1.L.1g – Use frequently occurring conjunctions. 1.L.1h – Use determiners.					
	Sources: *Core Language Unit* pg. 83-103*; Common Core Daily Language Practice* pg. 42-56					
Math	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.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.2a – 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.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.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). 1.NBT.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the >, =, and < symbols. 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 or 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 ones, ones and ones; and sometimes it is necessary to compose a ten. 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.6 – Subtract multiples of 10 in the range 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.					
	Sources: *enVisionmath2.0* Topic 8, "Understand Place Value"; *enVisionmath2.0* Topic 9, "Compare Two-Digit Numbers"; *enVisionmath2.0* Topic 10, "Use Models and Strategies to Add Tens and Ones"; *enVisionmath2.0* Topic 11, "Use Models and Strategies to Subtract Tens"					
Reading: Foundational Skills	1.FS.3d – Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.FS.3e – Decode two-syllable words following basic patterns by breaking the words into syllables.					

	1.FS.3f – Read words with inflectional endings.
	Sources: *Benchmark Literacy; The Phonics Dance*; *Saxon Phonics*
Reading: Literature & Informational Text	Make connections. Make inferences. Fix-up monitoring. Summarize information. 1.RL.1 – Ask and answer questions about key details in a text. 1.RI.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. 1.RI.2 – Identify the main topic and retell key details of a text. 1.RL.3 - Describe characters, settings, and major events in a story, using key details. 1.RI.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1. 1.RI.10 – With prompting and support, read informational texts appropriately complex for grade 1.
	Sources: *Benchmark Literacy* Units 5-6
Science	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 the year to relate the amount of daylight to the time of year.
	Sources:
Social Studies	Famous Americans; Oceans and Continents; Living Environments
Speaking & Listening	1.SL.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	Sources: *Benchmark Literacy*
Writing	1.W.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.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.
	Sources: *Benchmark Literacy* Writing Unit 2: Personal Narratives; *Benchmark Literacy* Writing Unit 3: Informational Reports

2/27/17-4/7/17

Subject	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Language	1.L.1h – Use determiners. 1.L.1i – Use frequently occurring prepositions. 1.L.1j – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.					

	Sources: *Core Language Unit* pg. 105-128*; Common Core Daily Language Practice* pg. 57-66
Math	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.6 – Subtract multiples of 10 in the range 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. 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.
	Sources: *enVisionmath2.0* Topic 11, "Use Models and Strategies to Subtract Tens"; *enVisionmath2.0* Topic 12, "Measure Length"; *enVisionmath2.0* Topic 13, "Time"; *enVisionmath2.0* Topic 14, "Reason with Shapes and Their Attributes"
Reading: Foundational Skills	1.FS.3g – Recognize and read grade-appropriate irregularly spelled words. 1.FS.4a – Read on-level text with purpose and understanding.
	Sources: *The Phonics Dance*; *Saxon Phonics*
Reading: Literature & Informational Text	Make inferences. Make predictions. Determine text importance. Compare and contrast. 1.RL.1 – Ask and answer questions about key details in a text. 1.RI.1 – Ask and answer questions about key details in a text. 1.RL.3 – Describe characters, settings, and major events in a story, using key details. 1.RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. 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.RI.5 - Know and use various text features to locate key facts or information in a text. 1.RL.6 – Identify who is telling the story at various points in a text.

	1.RI.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RL.9 – Compare and contrast the adventures and experiences of characters in stories. 1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.
	Sources: *Benchmark Literacy* Units 7-8
Science	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 materials in the path of a beam of light. 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.
	Sources:
Social Studies	Long Ago and Today; Holidays; World Cultures
Speaking & 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.
	Sources: *Benchmark Literacy*
Writing	1.W.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	Sources: *Benchmark Literacy* Writing Unit 3: Informational Reports

4/17/17-5/24/16

Subject	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Language	1.L.1j – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.L.2a – Capitalize dates and names of people. 1.L.2b – Use end punctuation for sentences. 1.L.2c – Use commas in dates and to separate single words in a series.					
	Sources: *Core Language Unit* pg. 129-148*; Common Core Daily Language Practice* pg. 67-81					

Math	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.
	2.OA.2 – Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	2.OA.3 – Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
	2.OA.4 – Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
	2.NBT.1 – Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
	2.NBT.2 – Count within 1000; skip-count by 5s, 10s, and 100s.
	2.NBT.5 – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.9 – Explain why addition and subtraction strategies work, using place value and the properties of operations.
	2.MD.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	Sources: *enVisionmath2.0* Topic 14, "Reason with Shapes and Their Attributes"; *enVisionmath2.0* Topic 15, "Equal Share of Circles and Rectangles"; *enVisionmath2.0* STEP UP
Reading: Foundational Skills	1.FS.4b – Read on-level text with accuracy, appropriate rate, and expression on successive readings.
	1.FS.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Sources: *Benchmark Literacy; The Phonics Dance*; *Saxon Phonics*
Reading: Literature & Informational Text	Make connections. Identify cause and effect. Make inferences. Draw conclusions.
	1.RL.1 – Ask and answer questions about key details in a text.
	1.RI.1 – Ask and answer questions about key details in a text.
	1.RL.3 – Describe characters, settings, and major events in a story, using key details.
	1.RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.

	1.RI.8 – Identify the reasons an author gives to support points in a text. 1.RL.9 – Compare and contrast the adventures and experiences of characters in stories. 1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.	
	Sources: *Benchmark Literacy* Units 9-10	
Science	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 materials in the path of a beam of light. 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.	
	Sources:	
Social Studies	Review.	
Speaking & Listening	1.SL.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
	Sources: *Benchmark Literacy*	
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. 1.W.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	Sources: *Benchmark Literacy* Writing Unit 4: Book Reviews	

Language Standards to Place:

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

1.L.2e – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

1.L.4b – Use frequently occurring affixes as a clue to the meaning of a word.

1.L.4c – Identify frequently occurring root words and their inflectional forms.

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

1.L.5b – Define words by category and by one or more key attributes.

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.

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.