

# Washburn Elementary Curriculum: 1<sup>st</sup> Grade

## Quarter 1

### English Language Arts

- **RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** a. Long/short vowels. b. Produce words by blending sounds, including cons. blends. c. Isolate & pronounce initial, medial vowel, & final sounds. d. Segment words into their individual sounds. e. Add, delete, or subst. individual sounds to make new words.
- L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.
- **R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text.**
- **W.1.2 Write text in a variety of modes.**
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas clearly.
- L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, etc. a. Use inflectional forms as clues to the meaning of unknown words (e.g., looks, looked). b. Identify common root words.
- **RF.1.1 Demonstrate understanding of the organization and basic features of print (features of sentence).**

### Mathematics

- **M.1.OA.B.3 Apply properties of operations as strategies to add and subtract.**
- **M.1.OA.C.6 Use multiple strategies to add and subtract within 20.**
- **M.1.NBT.A.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.**

### Science

- SCI.CC1.K-2 Students recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- **SCI.ESS1.A.1 Patterns of movement of the sun, moon, and stars, as seen from Earth, can be observed, described, and predicted.**
- SCI.ESS1.B.1 Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

### Social Studies

- SS.Geog1.a.1 Recognize the difference between maps and globes, and why someone might choose one over the other.
- SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
- **SS.Geog1.c.1 Construct a map of a familiar place using essential map features (title, compass rose, and symbols).**
- SS.Geog2.d.1 Identify and explain differences between rural and urban areas.

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- SS.Geog3.a.1 Analyze how different access to resources can create stress in a society.
- SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.

### Quarter 2

#### English Language Arts

- **RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. Consonant digraphs. a. Consonant digraphs. b. Decode & encode regularly spelled 1-syllable words. c. Know final -e and common vowel teams.**
- RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.
- **R.1.1 Develop and answer questions about key ideas and details in a text.**
- **R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics.**
- **W.1.2 Write text in a variety of modes: narrative.**
- W.1.3 Create writing that utilizes organization, transitions, and word choice.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- SL.1.5 Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, feelings.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. a. Common, proper, and possessive nouns. b. Nouns/verbs agreement in simple sentences. c. Pronouns, adj., conjunctions, verb tenses, prepositions. d. Production and expansion of complete sentences.
- L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. a. Capitalization of dates and names of people. b. End punctuation. c. Commas in dates and simple sets. d. Use conventional spelling.

#### Mathematics

- **M.1.OA.A.1 Use addition and subtraction within 20 to solve word problems.**
- **M.1.OA.B.4 Understand subtraction as an unknown-addend problem.**
- M.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

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- M.1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction.
- **M.1.OA.D.7 Understand the meaning of the equal sign as “has the same value/amount as” and determine if equations involving addition and subtraction are true or false.**

### Science

- SCI.SEP1.A.K-2 Students ask simple descriptive questions that can be tested. This includes the following: Ask questions based on observations to find more information about the natural world. Ask or identify questions that can be answered by an investigation.
- **SCI.PS4.A.1 Sound can make matter vibrate, and vibrating matter can make sound.**
- SCI.PS4.B.1 Objects can be seen only when light is available to illuminate them.
- SCI.PS4.C.1 People use devices to send and receive information.

### Social Studies

- SS.BH2.a.K-1 Describe how groups of people are alike and different.
- SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.
- **SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).**

## Quarter 3

### English Language Arts

- **R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details.**
- R.1.6 Describe how illustrations and details support the point of view or purpose of the text.
- **W.1.2 Write text in a variety of modes: informational.**
- W.1.9 With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
- W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally sustaining and rhetorically authentic to task and purpose.
- 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.
- SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions/participate. b. Build on others' talk in conversations by responding. c. Ask questions to clear up any confusion. d. Consider differences when communicating.
- L.1.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this when reading and listening, making choices when composing, creating, and speaking. a. Recognize & appreciate the linguistic diversity of others.

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## Mathematics

- **M.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**
- M.1.G.A.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.
- M.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe and count the shares using the words halves and fourths, and use the phrases half of and fourth of the whole.
- **M.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.**
- M.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols ( $>$ ,  $=$ , and  $<$ ).
- **M.1.NBT.C.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.**
- M.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number.
- M.1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.

## Science

- SCI.CC3.K-2 Students use relative scales (e.g., bigger and smaller, hotter and colder, faster and slower) to describe objects. They use standard units to measure length.
- SCI.LS1.A.1 All organisms have external parts that they use to perform daily functions.
- SCI.LS1.B.1 Parents and offspring often engage in behaviors that help the offspring survive.
- **SCI.LS1.D.1 Animals sense and communicate information and respond to inputs with behaviors that help them grow and survive.**
- SCI.LS3.A.1 Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind.
- SCI.LS3.B.1 Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.

## Social Studies

- SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.
- SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).
- SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).
- **SS.Econ3.b.1 Categorize types of money (coins, bills) and explain why money is used. Formulate reasons why people save.**

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- SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.
- SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).

### Quarter 4

#### English Language Arts

- **RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. Consonant digraphs. d. Every syllable must have a vowel sound. e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables. f. Read words with inflectional endings (-s, -ed, -ing). g. Read grade-appropriate irregularly spelled words.**
- R.1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL)
- R.1.9 Compare and contrast two texts; recognize that texts reflect one's own and others' culture.
- **R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts.**
- **W.1.2 Write text in a variety of modes: opinion.**
- W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- 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.
- **W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**
- L.1.3 Demonstrate understanding of figurative language, word relationships/meanings etc. a. Words/phrases that suggest feelings. a. Identify words and phrases that suggest feelings or appeal to the senses. b. Explain rationale for sorting words into categories. c. Shades of meanings.
- L.1.4 Demonstrate an ability to build vocabulary knowledge when encountering unknown words.

#### Mathematics

- **M.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.**
- M.1.MD.C.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.
- M.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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- M.1.MD.A.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.

### Science

- SCI.SEP1.B.K-2 Students define simple problems that can be solved through the development of a new or improved object or tool.
- SCI.SEP2.K-2 Develop a simple model based on evidence to represent a proposed object or tool.
- SCI.SEP3.K-2 Students plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions. This includes the following: With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and measuring a phenomenon to determine which way can answer the question being studied.
- SCI.SEP3.K-2 Make observations (firsthand or from media) and measurements to collect data that can be used to make comparisons. Make observations (firsthand or from media) and measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.
- SCI.SEP4.K-2 Analyze data from tests of an object or tool to determine if the object or tool works as intended.
- **SCI.SEP6.B.K-2 Students use evidence and ideas in designing solutions. This includes the following: Use tools and materials to design and/or build a device that solves a specific problem or a solution to a specific problem. Generate and compare multiple solutions to a problem.**
- SCI.SEP7.K-2 Construct an argument with evidence to support a claim. Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.
- SCI.ETS3.B.K-2 Scientists use evidence to explain the natural world. Science assumes natural events happen today as they happened in the past. Engineers solve problems to meet the needs of people and communities.

### Social Studies

- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.
- **SS.Hist4.a.e Describe events that led to the creation of primary source.**
- SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.
- SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.
- SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence

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decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).