

Grade 1 Units at a Glance 2020-2021- Priority Standards Focus

Subject	September-November	November-February	March-April	May-June
<p>Literacy</p> <p><i>*Foundational Skills</i> As stated in the DOE Priority Learning Standards Overview, teaching foundational skills is paramount in grade K-2. Particular foundational literacy standards should NOT be singled out or identified. Thus, FUNdations curriculum will be covered in full progression, including all lessons focusing on Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</p>	<p>Launching Reader's and Writer's Workshop</p> <p>Anchor Texts: <i>A Weekend with Wendell</i></p> <p>Essential Questions: What do good reader's and writer's do? What does reader's and writer's workshop look like?</p> <p>Skills:</p> <ul style="list-style-type: none"> Choosing just right books Reading strategies Reading responses Types of partner reading Types of genres Identifying fiction vs. nonfiction Journal writing about personal experiences Writing in complete sentences Using correct capitalization and punctuation Using illustrations that match writing <p>Portfolio Piece: Write a journal entry using the most important details about the time or event. Performance Task: Students read an on-level passage. They decided what genre it was. They wrote a reading response: What was your favorite part? Why? They also answered a reading strategy question.</p> <p>Standards: 1R1 1W3 1SL1, 1SL2, 1SL3 1L1, 1L2, 1L6</p>	<p>Personal Narrative</p> <p>Anchor Texts: <i>Chrysanthemum, Frog and Toad</i></p> <p>Essential Questions: How does identifying and understanding the story elements of a text improve reader's comprehension? How can details help writers explain characters, the central message, and setting of a story?</p> <p>Skills:</p> <ul style="list-style-type: none"> Deepening understanding of fiction texts Identifying elements of a story Identify the setting of a story and citing evidence Difference between internal and external characteristics Analyze character traits and citing evidence Understand the central message of a story Create a small moment personal narrative Understand the steps of the writing process Write two or more appropriately sequenced events Use details in writing, including setting, feelings, emotions Include a problem and solution in writing <p>Portfolio Piece: Write a personal narrative 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. Performance Task: Students read an on-level passage. They identified the problem, solution, and setting.</p> <p>Standards: 1R1, 1R4, 1R7 1W3 1SL1, 1SL2, 1SL3 1L1, 1L2, 1L6</p>	<p>Informational</p> <p>Anchor text: Bat books</p> <p>Essential Questions: How does asking and answering questions help readers comprehend informational texts? How can writers use facts and details to write an informational text?</p> <p>Skills:</p> <ul style="list-style-type: none"> Identify the difference between a fiction & non-fiction text Features of non-fiction texts Demonstrate how structure and text features help comprehension Identify main idea and details Respond to critical thinking questions Respond to and add on to peer comments in whole group discussions Creating a question and answer informational text Include facts and details in informational writing <p>Portfolio Piece: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. Performance Task: Students read an on-level passage. They identified nonfiction text features, main idea and details.</p> <p>Standards: 1R1 1W2 1SL1, 1SL2, 1SL3 1L1, 1L2, 1L4, 1L6</p>	<p>Opinion:</p> <p>Anchor Texts: Fairytales</p> <p>Essential Questions: How do details help the reader understand the central message in a text? How can writers support their opinions with details?</p> <p>Skills:</p> <ul style="list-style-type: none"> Identify details about characters Identify key details and events in the story Identify the central message of texts Compare and contrast characters Compare and contrast texts Create an opinion piece Support their opinion with details <p>Portfolio Piece: Write an opinion piece in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Performance Task: Students read a on-level passage. They decided what genre it was. They stated who the main character was. They stated their opinion on whether they liked the main character or not, and provided two reasons why.</p> <p>Standards: 1R1, 1R4 1W1 1SL1, 1SL2, 1SL3 1L1, 1L2, 1L6</p>
		<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>
<p>Math</p>	<p>Concepts: Solve addition and subtraction problems to 10, fluently add and subtract within 10, addition strategies and subtraction strategies to 20. enVision Math Topics 1-4 Domain: Operations and Algebraic Thinking</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can you count on to add 1, 2, or 3 to a number? How can you use a number line to count on to solve an addition problem? How can making a 10 help you subtract? <p>Essential Skills:</p> <ul style="list-style-type: none"> Fluently add and subtract within 10 Develop strategies for adding and subtracting whole numbers using a variety of discrete and length-based models 	<p>Concepts: Understand place value, Compare two-digit numbers enVision Math Topics 8-9 Domain: Number and Operations in Base Ten</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How would you show thirteen as a ten and ones? How does a number change when you find the number that is 1 more, 1 less, 10 more, and 10 less than that number? <p>Essential Skills:</p> <ul style="list-style-type: none"> Understand Place Value Compare two digit numbers <p>Performance Task Topic 9: This task assessed the students' ability to compare numbers and adding/subtracting one or ten from a specific number given.</p>	<p>Concepts: Measure length enVision Math Topic 12 Domain: Measurement and Data</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can you put three objects in order from shortest to longest? <p>Essential Skills:</p> <ul style="list-style-type: none"> Order objects by length Use non standard and standard units to measure length <p>Performance Task Topic 13:</p> <p>Standards: NY-1.MD 1</p>	<p>No Geometry Standards identified as Priority for Grade 1</p>

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	<ul style="list-style-type: none"> Understand connections between counting and addition and subtraction Use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 2 Decomposing a number leading to 0 Using the relationship between addition and subtraction <p>Performance Task Topic 1: This task assessed the students’ ability to solve addition and subtraction problems within 10; including, putting together, finding a missing part, showing two ways to make a number, subtracting to compare how many more, and showing their work with numbers, picture or words</p> <p>Performance Task Topic 3: This task assessed the students’ ability to solve addition problems within 20 using addition strategies. Students had to explain a strategy that they used to solve a problem. Students also agreed or disagreed with a problem and supported it with pictures, word or equations.</p> <p>Standards: NY-1.OA 1, NY-1.OA 2, NY-1.OA 3, NY-1.OA 4, NY-1.OA 5, NY-1.OA 6</p>	<p>Standards: NY-1.NBT 2, NY-1.NBT 3</p>		
<p>Social Studies</p>	<p>Unit One: Families and Communities are Important</p> <ul style="list-style-type: none"> What are families? Why are families important? Who are the members of your family? How are families the same and different? How do families help us meet our needs and wants? 	<p>Unit Two: Families: Now and Long Ago</p> <ul style="list-style-type: none"> How do families grow and change over time? What was life like in the past? How did technology and communication affect family life long ago? Why do families tell stories? 	<p>Unit Three: The community</p> <ul style="list-style-type: none"> What makes a community? How are maps are used? Why do communities need rules and laws? How can you help the community? 	<p>Unit Four: Community Economics</p> <ul style="list-style-type: none"> How do people save and spend money on goods and services? How do people use tools and technology to meet needs and wants?