

GRADE 1 CURRICULUM OVERVIEW

NORTHFIELD PUBLIC SCHOOLS

2018-2019

This overview highlights the key skills in each subject area that will be taught at this grade level and reflects the efforts of teachers to provide curriculum that supports the mastery of state curriculum standards.

READING LITERATURE/INFORMATIONAL TEXT

Key Ideas and Details:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Identify the main topic and retell key details of a text.
- Describe characters, settings, and major events in a story, using key details.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Know and use various text features to locate key facts or information in a text.
- Identify who is telling the story at various points in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

- Use illustrations and details in a story to describe its characters, setting, or events.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Compare and contrast the adventures and experiences of characters in stories.
- Identify the basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity:

- With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
- With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.

READING FOUNDATIONAL SKILLS

Print Concepts:

- Recognize the distinguishing features of a sentence.

Phonological Awareness:

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

- Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.
- Decode regularly spelled one-syllable words.
- Know final *-e* and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.

Fluency:

- Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE

Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 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.

WRITING

Text Types and Purposes:

- 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.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives and other creative texts 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.

Writing Process – Production and Distribution of Writing:

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

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

SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY

Comprehension and Collaboration:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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:

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentence when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.

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**SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY
(continued)**

Media Literacy:

- Distinguish among and understand purposes of different types of print, digital, and multimodal media.
- With prompting and support, create and share an individual or shared multimedia work for a specific purpose.

MATHEMATICS

Number and Operation:

- Count, compare and represent whole numbers up to 130, with an emphasis on groups of tens and ones.
- Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.
- Recognize and create patterns; use rules to describe patterns.

Algebra:

- Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.
- Use addition or subtraction basic facts to represent a given problem situation using a number sentence.

Geometry and Measurement:

- Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.
- Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.

Data Analysis:

- Use counting and comparison skills to create and analyze bar graphs and tally charts.

SCIENCE

- Life Science – Life Cycles
- Nature of Science and Engineering – Living/Nonliving
- Earth and Space Science – Rocks and Soil
- Life Science – All About Animals

(Nature of Science and Engineering standards/ benchmarks are embedded into the units listed above.)

HEALTH

- Emotional, intellectual, and social health
- Family life, growth, and development
- Drug use prevention
- Nutrition
- Disease prevention and control
- Personal health
- Injury prevention

SOCIAL STUDIES

- History
- Geography
- Economics
- Government/Citizenship

ART

- Identify the elements of visual art, including color, line, shape, texture, and space.
- Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.
- Identify the tools, materials, and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.

ART (continued)

- Create original two- and three-dimensional artworks to express ideas, experiences, or stories.
- Revise artworks based on the feedback of others.
- Share and describe personal artwork.
- Reflect on a presentation based on the feedback of others.
- Compare and contrast the characteristics of a variety of works of visual art.

MUSIC

- Demonstrate knowledge of the foundations in music.
- Demonstrate knowledge and use of the technical skills of music integrating technology when applicable.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence music including the contributions of the Minnesota Indian tribes and communities.
- Create/make a variety of contexts in music using the artistic foundations.
- Perform/present in a variety of contexts in music using the artistic foundations.
- Respond to and critique a variety of creations or performances using the artistic foundations.

PHYSICAL EDUCATION

- Demonstrates age appropriate competency in a variety of movement and motor skills.
- Introduction to concepts and principles related to movement and performance.
- Introduction on how to maintain a health enhancing level of physical activity and fitness.
- Introduction to responsible personal and social behavior that reflects self and others.
- Developing a value for physical activity for health enjoyment, challenge, self-expression and social interaction.

MEDIA/TECHNOLOGY

- Media Center Orientation
- Literature Appreciation
- Research
- Technology Skills

SOCIAL EMOTIONAL LEARNING

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving