

First Grade Curriculum Overview

Reading:

I. Readers Build Good Habits

- Readers know that reading is important.
- Readers know about books and how to take care of them.
- Readers know how to use libraries.
- Readers discuss the books they are reading.
- Young readers use a variety of beginning reading skills and strategies to make meaning.

II. Readers Read Just Right Books & Use Strategies to Figure Out Words

- Readers use print strategies to decode new words.
- Readers develop a growing list of words.
- Readers select books they can read.
- Readers self-correct and monitor for meaning.
- Readers read with fluency to better understand what they read.
- Readers don't give up when reading gets hard.

III. Readers Think and Talk About Books to Grow Ideas: Early Comprehension

- Readers beginning understanding of characters, plot and setting is initially developed by hearing books read aloud to them.
- Readers understand that reading is about telling a story, not just reading words.
- Readers retell simple stories to show basic understanding.
- Readers preview texts before reading.
- Readers develop fluency and expression while reading familiar texts.
- Readers prepare to talk about their books and their thinking as they read.
- Readers understand that the author's use of patterns of words and texts, as well as literary devices, will assist them in understanding.

IV. Readers Show Evidence of Their Thinking: Developing Comprehension

- Readers create mental images (visualizing) to enhance comprehension.
- Readers make meaningful connections as they read.
- Readers understand that asking questions deepens their comprehension.
- Readers monitor for understanding to keep meaning as the focus of their reading.
- Readers begin to infer by reading between the lines.

V. Readers Dig Deeper to Comprehend

- Readers care about characters.
- Readers begin to explore a variety of genre.
- Readers begin to evaluate, synthesize, and summarize to deepen comprehension.

VI. Nonfiction Reading Strategies

- Readers learn something when they read nonfiction.
- Readers use strategies for understanding what they read in nonfiction.
- Readers have ideas and learn to find ways to support their thinking.
- Readers use all they know about nonfiction to explore new topics.

Writing:

I. **Launching the Writing Workshop**

- Writers view themselves as writers, with something to say.
- Writers choose topics that are important to them.
- Writers learn how writing works.
- Writers learn strategies for editing and revising as they write.
- Writers need instruction and adequate time to develop habits that nurture independence.
- Writers thrive in a safe learning community.
- Writers celebrate their writing success.

II. **Pattern Books**

- Writers study pattern books to discover the structures and characteristics unique to the genre, using them as mentor texts.
- Writers identify various patterns.
- Writers focus their writing using a consistent pattern.
- Writers learn to revise and edit as they write.
- Writers celebrate their writing success.

III. **Small Moments (*True and About You*)**

- Writers study texts to discover small moments, using them as mentor texts.
- Writers find important moments inside everyday events.
- Writers write about important moments for the purpose of sharing their lives with others.
- Writers plan their writing.
- Writers think as they write and develop their stories.
- Writers revise and edit as they write.
- Writers celebrate their writing success.

IV. **Nonfiction Writing**

- Writers study nonfiction texts to discover the structures and characteristics unique to the genre.
- Writers write nonfiction for the purpose of informing or teaching.
- Writers examine the craft of nonfiction.
- Writers view themselves as experts about something.
- Writers identify various nonfiction text patterns (“How to,” “All About,” and “Question/Answer”).
- Writers focus their writing using a consistent pattern with accurate information.
- Writers learn to revise and edit as they write.
- Writers celebrate their writing success.

V. **Poetry**

- Poets know that poetry comes from the heart.
- Poets know that poetry grows from the writer’s passions and interests.
- Poets must read 100 poems or more (LOTS of poetry!) before writing poetry themselves.
- Poets paint a picture with their words.
- Poets learn to revise and edit as they write.
- Poets celebrate their success.

VI. Authors as Mentors

- Writers read, reread, and pour over books by one author or by multiple authors.
- Writers understand that authors are people, too.
- Writers learn that authors have a craft or style of their own.
- Young writers try to write like a published author.
- Writers learn to revise and edit as they write.
- Writers celebrate their writing success.

VII. Writing for Readers

- Writers must write so that readers can understand what they're saying.
- Writers must distinguish what is readable writing and what is unreadable.
- Writers must hear and record more sounds in the words they write.
- Writers rely on sight words to write with fluency.
- Writers focus on one topic when they write.

Spelling & Writing Conventions:

Capital Letters and Punctuation: (from *New Standards: Primary Literacy Standards*)

- Demonstrates interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons, and capitalization of proper names and sentence beginnings

Spelling Strategies & Patterns: *From the McCracken, Sitton, Zaner-Bloser Curriculums and New Standards: Primary Literacy Standards*

- Students correctly spell first grade priority words (Sitton).
- Students correctly use all consonant sounds in initial and end positions.
- Students correctly use all medial short vowel sounds.
- Students correctly spell two-syllable regular vowel-pattern words.
- Students correctly add s, ing, y and er when no other change is needed.
- Students correctly use sh, ch and th in initial and final position.
- Students are introduced to long vowels in CVCe patterns.

Handwriting:

*The goal of handwriting instruction is to enable students to produce legible writing in a reasonable amount of time. We believe the best instructional technique is the "motion model" accompanied by guided practice. This model requires the teacher to **demonstrate** the motor tasks involved in correctly producing each letter, and to monitor students' attempts to write.*

- Zaner-Bloser simplified manuscript instruction in **first grade** will be provided to individuals, small groups, and/or the whole class based upon the results of ongoing assessment. First grade instruction follows the *Handwriting Without Tears* methodology while using the Zaner-Bloser letter formations.

Math:

Taken from the First Grade *Everyday Math* goal sheet:

Number and Numeration (PA Standard 2.1)

- **Understand the meanings, uses, and representations of numbers.**
 1. Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.
 2. Count collections of objects accurately and reliably; estimate the number of objects in a collection.

3. Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places.
 4. Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or a collection; describe the model.
 5. Use manipulatives to identify and model odd and even numbers.
- **Understand equivalent names for numbers.**
 6. Use manipulatives, drawings, tally marks, and numerical expressions involving addition and subtraction of 1- or 2-digit numbers to give equivalent names of whole numbers up to 100.
 - **Understand common numerical relations.**
 7. Compare and order whole numbers up to 1,000.

Operations and Computation (PA Standard 2.2)

- **Compute accurately.**
 1. Demonstrate proficiency with +/- 0, +/- 1, doubles, and sum-equals-ten addition and subtraction facts such as $6+4=10$ and $10-7=3$.
 2. Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 1- or 2-digit whole numbers; calculate and compare the values of combinations of coins.
- **Make reasonable estimates.**
 3. Estimate reasonableness of answers to basic fact problems (e.g., Will $7 + 8$ be more or less than 10?).
- **Understand meanings of operations.**
 4. Identify change-to-more, change-to-less, comparison, and parts-and-total situations.

Data and Chance (PA Standard 2.6)

- **Select and create appropriate graphical representations of collected or given data.**
 1. Collect and organize data to create tally charts, tables, bar graphs, and line plots.
 - **Analyze and interpret data.**
 2. Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set.
- Understand and apply basic concepts of probability.**
3. Describe events using *certain*, *likely*, *unlikely*, *impossible* and other basic probability terms.

Measurement and Reference Frames (PA Standard 2.3)

- **Understand the systems and processes of measurement; use appropriate techniques, tools, units and formulas in making measurements.**
 1. Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools.
 2. Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills; make exchanges between coins.
- **Use and understand reference frames.**
 3. Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest 10 degrees.
 4. Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock.

Geometry (PA Standard 2.9)

- **Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.**
 1. Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.

- **Apply transformations and symmetry in geometric situations.**
 2. Identify shapes having line symmetry; complete line-symmetric shapes or designs.

Patterns, Functions, and Algebra (PA Standard 2.8)

- **Understand patterns and functions.**
 1. Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, “What’s My Rule?” tables, and Frames-and-Arrows diagrams.
- **Use algebraic notation to represent and analyze situations and structures.**
 2. Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols < and > with cues; solve equations involving addition and subtraction.
 3. Apply the Commutative Property of Addition and the Additive Identity to basic addition fact problems.

Science:

Pebbles, Sand, and Silt: *consists of four sequential investigations, each designed to introduce concepts in earth science. The investigations provide experiences that heighten students' awareness of rocks as earth materials and natural resources. They will come to know rocks by many names and in a variety of sizes. Pebbles and sand are the same material—just different sizes. Students will:*

- develop a curiosity and interest in the physical world around them.
- observe, describe, and sort earth materials based on properties.
- separate earth materials by size, using different techniques.
- observe the similarities and differences in the materials in a river rock mixture: silt, sand, gravel, and small and large pebbles.
- explore places where earth materials are found and ways that earth materials are used.
- compare the ingredients in different soils.
- organize and communicate observations through drawing and writing.

Solids & Liquids: *provides experiences that heighten students' awareness of the physical world. Matter with which we interact exists in three fundamental states: solid, liquid, and gas. In this module first and second graders have introductory experiences with two of these states of matter, solid and liquid.*

- Develop curiosity and interest in the objects that make up their world.
- Investigate materials constructively during free exploration and in a guided discovery mode.
- Recognize differences between solids and liquids.
- Explore a number of liquids.
- Observe and describe the properties of solids and liquids.
- Sort materials according to properties.
- Combine and separate solids of different particle sizes.
- Observe and describe what happens when solids are mixed with water.
- Observe and describe what happens when other liquids are mixed with water.
- Use information gathered to conduct an investigation on an unknown material.
- Acquire the vocabulary associated with the properties of solids and liquids.
- Use written and oral language to describe observations.

Insects: *provides experiences that heighten students' awareness of the diversity of animal forms. They come to know firsthand the life sequences of a number of insects. In each investigation an insect is introduced, and students observe structures and behaviors, discuss their findings, and ask questions. Students observe life cycles of insects and compare the stages of metamorphosis exhibited by each species.*

- Develop a curiosity and interest in insects and a respect for them as living things.
- Experience some of the great diversity of forms in the animal kingdom.
- Become familiar with some of the life sequences that different types of insects exhibit (simple and complete metamorphosis).
- Observe the similarities and differences in the larvae, pupae, and adults of insects that go through complete metamorphosis.
- Observe the behaviors of insects at different stages of their life cycle.
- Provide for the needs of insects (air, water, food, and space).
- Acquire the vocabulary associated with insect life.

Environment & Ecology: (a required unit for all first graders)

Diversity and Relationships

- Living things are diverse and can be grouped into categories.
- Living things and non-living things are interdependent.
- A pond is a place with diverse life and relationships.
Skills include:
 - Students classify objects into groups.
 - Students recognize the characteristics of living things.
 - Students explain the relationship of living things to non-living things.
 - Students identify living and non-living things at a pond.
 - Students identify relationships between living and non-living things at a pond.

Key PSSA Vocabulary for Science and Environment & Ecology: living/non-living, interdependence, wetland, habitat, temperature, animals, food, water, shelter, seasons, properties (solid, liquid, gas), physical characteristics, clouds (cirrus, cumulus, stratus), thermometer

Social Studies:

Assessments: (first two required; select third assessment from final two marked with an *)

- Citizenship
- Long Ago and Today
- *Traditions
- *Map

Citizenship: How do I become a good citizen?

- Learning about patriotism
- Learning about rules
- Learning about responsibility

History: What happened in my world long ago?

- Honoring the Pilgrims and the Native Americans
- Honoring past presidents
- Honoring heroes

Global Awareness: Where do I belong in my world?

- Exploring family traditions
- Exploring cultural traditions and holidays

Geography: Where do I live in my world?

- Investigating geographical terms
- Investigating maps and globes
- Investigating new places

Character Education:

- SASD Character Education Curriculum: *Respect, Citizenship, Responsibility, Fairness, Caring (Gratitude), Trustworthiness(Honesty), Perseverance, Wisdom & Humility*