

Paris Crestwood

1st Grade

Curriculum Maps

2022-2023 School Year

The following document includes the following:

1. 1st Grade Standards:
 - a. Common Core State Standards for ELA and Mathematics
 - b. Next Generation Science Standards for Science
 - c. Illinois Learning Standards for Social Studies
2. Scope and Sequences:
 - a. Reading (Superkids)
 - c. Mathematics (Big Ideas)
 - d. Science (Super Smart from Superkids)
 - e. Social Studies (Studies Weekly)

Common Core State Standards for English/Language Arts

Reading: Literature

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Informational Text

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
 - RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
 - RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.b Decode regularly spelled one-syllable words.
- RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3.f Read words with inflectional endings.
- RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
 - RF.1.4.a Read grade-level text with purpose and understanding.
 - RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.1.1 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.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 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.
- 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.
- W.1.7 Participate in shared research 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).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.1.1.a Print all upper- and lowercase letters.
 - L.1.1.b Use common, proper, and possessive nouns.
 - L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - L.1.1.f Use frequently occurring adjectives.

- L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1.h Use determiners (e.g., articles, demonstratives).
- L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.1.2.a Capitalize dates and names of people.
 - L.1.2.b Use end punctuation for sentences.
 - L.1.2.c Use commas in dates and to separate single words in a series.
 - L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 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.
 - L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.
 - L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
 - L.1.6 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 (e.g., because).

Common Core State Standards for Mathematics

Operations & Algebraic Thinking

- 1.OA.A.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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
- 1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

Number & Operations in Base Ten

- 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.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - 1.NBT.B.2.a 10 can be thought of as a bundle of ten ones — called a "ten."
 - 1.NBT.B.2.b 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.B.2.c 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.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 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, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT.C.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.C.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.

Measurement & Data

- 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 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.

Geometry

- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 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.1
- 1.G.A.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.

Next Generation Science Standards

Physical 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 in darkness can be seen only when illuminated.
- 1-PS4-3 Plan and conduct investigations 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.

Life 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-LS1-3 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Earth and Space 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 year to relate the amount of daylight to the time of year.

Illinois Learning Standards for Social Studies

Inquiry Skills

- SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
- SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.
- SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.
- SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.
- SS.IS.5.K-2: Ask and answer questions about arguments and explanations.
- SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

Civics Standards

- SS.CV.1.1 Explain how all people, not just official leaders, play important roles in a community.
- SS.CV.2.1 Identify and explain how rules function in various settings, inside and outside of the school.

Geography Standards

- SS.G.1.1 Construct and interpret maps and other representations to navigate a familiar place.

Economics and Financial Literacy Standards

- SS.EC.1.1: Explain and give examples of when choices are made that something else is given up.
- SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.
- SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.

History Standards

- SS.H.1.1: Create a chronological sequence of multiple events.
- SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.
- SS.H.3.1: Compare perspectives of people in the past to those of people in the present.

1st Grade Reading Scope and Sequence Curriculum: Superkids

<u>Unit</u>	<u>Phonics & Spelling Focus</u>	<u>Memory Words</u>	<u>Vocabulary Words to Know</u>	<u>Comprehension Skills</u>	<u>Writing</u>	<u>Grammar</u>	<u>Lasting Lesson</u>	<u>Common Core State Standards</u>
3-Week Review of Kindergarten Skills								
1	/ch/: ch, tch /sh/: sh bunch, lunch, inch, pinch, ranch, branch, chip, chop, chick, check, fish, wish, rush, brush	I, my, she, her, he, his	Multiple-Meaning Words communicate, powerful, balance	<u>Literary</u> Problem and Solution; Cause and Effect <u>Informational</u> Compare and Contrast; Text Structure	Narrative	Pronouns (Personal and Possessive); Words that are Both Nouns and Verbs	Solving Problems; Keep Trying	1.RF.1.1.A, 1.RL.1.1, 1.RI.1.3, 1.RI.1.9, 1.W.1.1, 1.W.1.8, 1.L.1.1D, 1.RF.1.3.A
2	/hw/: wh /th/: th cash, dash, crash, trash, this, that, thin, think, thank, bath, path, math, cloth, moth	where, what, why, when, which, who	Names of Coins; Idioms choices, carefully, decision	<u>Literary</u> Setting; Picture-Text Relationships <u>Informational</u> Text Features and Structure (labels)	Informative	Question Words; Question Marks; Complete Sentences	Helping Someone Feel Better	1.RF.1.1.A, 1.RL.1.1, 1.RL.1.3, 1.RL.1.7, 1.RI.1.5, 1.RI.1.6, 1.W.1.2, 1.L.1.2B, 1.L.1.5.A, 1.RF.1.3.A
3	/ng/: ng /el/: le king, sing, thing, hang, bang, sang, long, song, hung, sung, bubble, little, candle, pickle	do, have, show, how, me, a	Synonyms and Antonyms healthy, usually, compare, opinion	<u>Literary</u> Compare and Contrast Poems; Problem and Solution <u>Informational</u> Text Features and Structure (headings, diagrams)	Opinion	Verbs are and is	Taking Turns and Working Together	1.RF.1.1.A, 1.RL.1.2, 1.RI.1.5, 1.RI.1.6, 1.W.1.1, 1.1.1C, 1.RF.1.3.A
4	/er/: er /ed/, /d/, /t/: ed after, never, better, winter, summer, rested, twisted, planted, printed, acted, yelled, smelled, jumped, bumped	look, your, the, was, are, for	Sequence Words; Prefix un- and Suffix -ed interesting, project, constructed	<u>Literary</u> Sequence of Events; Plot: Beginning, Middle, End <u>Informational</u> Text Structure; Compare and Contrast	Narrative	Noun and Verb Suffixes; Capitalization and End Marks; Nouns and Verbs	Getting Good Ideas; Helping Others	1.RF.1.1.A, 1.RL.1.1, 1.RL.1.3, 1.RI.1.3, 1.RI.1.9, 1.W.1.1, 1.W.1.8, 1.L.1.1B, 1.L.1.1C, 1.L.1.2B, 1.L.1.4.B

5	<p>Adding -ing and -ed to CVC and CVCC Words /k/: ck</p> <p>helping, helped, asking, asked, hugging, hugged, shopping, shopped, grinning, grinned, flipping, flipped, stepping, stepped</p>	<p>there, from, be, to, we, or</p>	<p>Shades of Meaning Between Verbs; Suffix -er</p> <p>wonder, curious, discover, imagine</p>	<p><u>Literary</u> Character Traits; Cause and Effect</p> <p><u>Informational</u> Draw Conclusions; Main Idea and Details</p>	<p>Descriptive</p>	<p>Adjectives; Time of Action Verbs with -ing and -ed; Nouns with Suffix -er; Conjunctions (and, or)</p>	<p>Thinking for Yourself</p>	<p>1.RL.1.3, 1.RL.1.4, 1.RI.1.1, 1.RI.1.2, 1.L.1.1C, 1.L.1.1G, 1.L.1.5.D, 1.L.1.4.B, 1.RF.1.3.A</p>
6	<p>Long-Vowel Sounds CVCe (Super e)</p> <p>go, no, so, be, he, me, she, we, hi, flu, game, same, ride, side</p>	<p>said, only, you, out, of, here</p>	<p>Antonyms; Suffixes -ness and -less; Meanings of Signs and Symbols</p> <p>clever, helpful, expect</p>	<p><u>Literary</u> Draw Conclusions; Picture-Text Relationships</p> <p><u>Informational</u> Picture-Text Relationships; Text Features (maps, labels, bold text)</p>	<p>Informative</p>	<p>Dialogue Punctuation; Beginning Capitalization and End Marks</p>	<p>Deciding How to Play Together</p>	<p>1.RF.1.1.A, 1.RL.1.2, 1.RL.1.7, 1.RI.1.5, 1.RI.1.6, 1.W.1.2, 1.L.1.2A, 1.L.1.2B, 1.L.1.4.B, 1.L.1.5.A, 1.RF.1.2.A</p>
7	<p>CVCe Words with -ing, -s, -ed</p> <p>bakes, cakes, makes, takes, snakes, bikes, likes, hikes, hopes, ropes, baking, baked, smiling, smiled</p>	<p>oh, any, day, good, very, want</p>	<p>Good vs. Better vs. Best; Interjections</p> <p>swiftly; speedy; distance; skilled</p>	<p><u>Literary</u> Patterns in a Text; Text Structure (Beginning, Middle, End)</p> <p><u>Informational</u> Compare and Contrast; Sequence of Events</p>	<p>Correspondence</p>	<p>Plurals with -s and -es; Good/Better/Best; Interjections; Abbreviations</p>	<p>Thanking Others Politely; Calming Down When Upset</p>	<p>1.RL.1.1, 1.RL.1.6, 1.RI.1.3, 1.RI.1.9, 1.W.1.6, 1.W.1.8, 1.L.1.1F</p>
8	<p>CVVC Words with ai, oa, ea, ee, ue, ie</p> <p>mail, nail, tail, rain, train, boat, coat, float, load, road, blue, tie, heat, keep</p>	<p>would, could, some, one, new, were</p>	<p>Categorize Words for Toys; Homophones</p> <p>create; exactly; category</p>	<p><u>Literary</u> Setting; Cause and Effect</p> <p><u>Informational</u> Steps in a Process; How-To Text Structure</p>	<p>Opinion</p>	<p>Adjectives; Verb Words with -ing and -ed</p>	<p>Reusing and Recycling; Asking Nicely</p>	<p>1.RF.1.1.A, 1.RL.1.3, 1.RI.1.5, 1.RI.1.6, 1.W.1.1, 1.L.1.1E, 1.L.1.1F, 1.L.1.5.B</p>
9	<p>Contractions with n't Words with -er and -est Endings</p>	<p>boy, girl, two, four, about, over, before</p>	<p>Compound Words; Irregular Contractions; Names for Baby Animals</p>	<p><u>Literary</u> Beginning, Middle and End; Literary vs. Informational Text</p>	<p>Narrative</p>	<p>Comparative and Superlative Contractions</p>	<p>Clearing Up Misunderstandings; Waiting Patiently</p>	<p>1.RL.1.1, 1.RL.1.5, 1.RI.1.1, 1.RI.1.2, 1.W.1.1, 1.W.1.8, 1.L.1.5.C</p>

	isn't, didn't, hasn't, hadn't, aren't, wasn't, weren't, haven't, couldn't, wouldn't, can't, won't, don't		audience, talent, explain	<u>Informational</u> Main Idea and Details; Sequence of Events				
10	/i/, /e/: y /a/: ay by, fly, cry, try, belly, jelly, smelly, bunny, funny, sunny, say, may, play, happier, happiest	down, too, work, many, first	Adjectives Ending with -y; Weather Words; Use Context Clues produce, plenty, disturb	<u>Literary</u> Sequence of Events <u>Informational</u> Main Idea and Details: Author's Purpose: Informational vs. How-To	Explanatory	Adjectives Ending with -y; Comparative and Superlative Adjectives	Making Good Use of Time; Being Patient	1.RL.1.1, 1.RI.1.1, 1.RI.1.2, 1.RI.1.8, 1.W.1.2, 1.W.1.7, 1.L.1.1F, 1.L.1.4.A, 1.L.1.5.C
11	Contractions with is, are, will Long-Vowel Trickers I'm, he's, she's, it's, we're, you're, I'll, he'll, she'll, you'll, paper, even, silent, open, super	their, now, always, because, been	Homophones; Figurative Language; Synonyms soar, control, depend	<u>Literary</u> Setting; Compare and Contrast Texts <u>Informational</u> Main Idea and Details	Opinion	Accurate Use of Pronouns; Homophones their/there, it's/its, you're/your	Looking Out for Others; Taking Care of Public Places	1.RL.1.3, 1.RL.1.5, 1.RL.1.9, 1.RI.1.1, 1.RI.1.2, 1.W.1.1, 1.L.1.1D, 1.RF.1.2.A
12	/ol/: all /o/: aw call, mall, small, stall, wall, baseball, basketball, hallway, fallen, taller, law, saw, dawn, lawn, crawl	come, coming, they, our, put	Words about Basketball; Antonyms puzzled, collapse, steep, system	<u>Literary</u> Beginning, Middle, End; Cause and Effect <u>Informational</u> Text Features (arrows, diagrams); Author's Purpose and Reasoning	Descriptive	Combining Sentences Using the Conjunction and	Giving It a Try; Doing the Right Thing for Its Own Sake	1.RL.1.1, 1.RI.1.5, 1.RI.1.6, 1.RI.1.8, 1.L.1.1G, 1.L.1.5.C
13	/ar/: ar /or/: or /er/: er, ir, ur, ar, or, ear car, far, star, card, hard, born, corn, horn, short, sport, bird, third, turn, burn	cold, does, know, laugh, both, again	Synonyms; Job Titles with er and or; Suffix -ful	<u>Literary</u> Characters and Plot; Draw Conclusions about Characters' Feelings <u>Informational</u> Text Structure; Main Idea and Details	Narrative	Review Capitalization and End Marks	Talking About Fears; Helping Your Community	1.RF.1.1.A, 1.RL.1.2, 1.RL.1.3, 1.RL.1.4, 1.RL.1.9, 1.RI.1.1, 1.RI.1.2, 1.W.1.3, 1.W.1.8, 1.L.1.2A, 1.L.1.2B, 1.L.1.4.B

14	<p>/oi/: oi, oy Soft c and g</p> <p>oil, boil, soil, coin, join, point, joint, joy, toy, boy, face, place, cage, page</p>	<p>kind, buy, find, right, wash, light</p>	<p>Multiple Meanings of right, kind, light; Alphabetize Words; Onomatopoeia; Adverbs with -ly attract, guide, flexible</p>	<p><u>Literary</u> Characters' Motivation; Problem and Solution</p> <p><u>Informational</u> Main Idea and Details; Text Features and Diagrams</p>	Poetry	Adverbs with -ly	<p>Responding to Teasing; Taking Responsibility</p>	<p>1.RL.1.3, 1.RL.1.6, 1.RI.1.1, 1.RI.1.2, 1.RI.1.5, 1.L.1.5.D, 1.W.1.5</p>
15	<p>/ou/: ow, ou /o/: ow Prefix re-</p> <p>loud, cloud, proud, found, round, sound, town, clown, brown, frown, low, blow, grow, slow, snow</p>	<p>warm, walk, once, give, done</p>	<p>Prefix re-; Verbs that Mean "to look" spoiled, scatter, scowl</p>	<p><u>Literary</u> Lessons Taught in Stories</p> <p><u>Informational</u> Main Idea and Details; Author's Purpose and Reasoning</p>	Informative	<p>Prefix re-; Syllabication; Edit Writing for Capitalization, Punctuation, and Spelling</p>	<p>Learning with Practice; Being a Good Sport</p>	<p>1.RL.1.2, 1.RI.1.1, 1.RI.1.2, 1.RI.1.8, 1.L.1.5.D, 1.W.1.2, 1.W.1.7, 1.L.1.4.B, 1.L.1.2.D, 1.L.1.2.E</p>
16	<p>/oo/ Super e and Tag-along e Words</p> <p>moon, spoon, room, broom, book, took, shook, hood, wood, stood, raise, leave, noise, house, please</p>	<p>live, eight, old, hold, write</p>	<p>Book Genres; Antonyms; Homophones; Homographs public, education, persuade, locate</p>	<p><u>Literary</u> Problem and Solution; Summarize</p> <p><u>Informational</u> Picture-Text Relationships; Text Structure</p>	Narrative Poetry	<p>Review Superlative Adjectives; Verbs and Adjectives in Poetry</p>	<p>Avoid Jumping to Conclusions; Making Group Decisions</p>	<p>1.RL.1.1, 1.RL.1.2, 1.RI.1.5, 1.RI.1.6, 1.W.1.3, 1.L.1.1F</p>

1st Grade Mathematics Scope and Sequence

Curriculum: Big Ideas

CHAPTER	CHAPTER TITLE	# OF LESSONS	ANTICIPATED DAYS TO COMPLETE	COMMON CORE STANDARDS
	Number Sense Review		8	Review of Kindergarten Standards
1	Addition and Subtraction Situations	9	13	1.OA.A.1, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8
2	Fluency and Strategies within 10	9	13	1.OA.A.2, 1.OA.B.3, 1.OA.C.6, 1.OA.A.1, 1.OA.C.6, 1.OA.D.8
3	More Addition and Subtraction Situations	8	12	1.OA.A.1, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8
4	Add Numbers Within 20	8	12	1.OA.A.1, 1.OA.B.3, 1.OA.C.6
5	Subtract Numbers Within 20	7	11	1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6
6	Count and Write Numbers to 120	9	13	1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.3
7	Compare Two-Digit Numbers	6	10	1.NBT.B.3, 1.NBT.C.5
8	Add and Subtract Tens	8	12	1.NBT.C.6
9	Add Two-Digit Numbers	6	10	1.OA.C.6, 1.NBT.C.4, 1.NBT.C.6
10	Measure and Compare Lengths	5	9	1.MD.A.1, 1.MD.A.2, 1.MD.B.3
11	Represent and Interpret Data	5	9	1.MD.C.4
12	Tell Time	4	8	1.MD.B.3
13	Two- and Three-Dimensional Shapes	9	13	1.G.A.1, 1.G.A.2
14	Equal Shares	3	7	1.G.A.3

1st Grade Science Scope and Sequence

Superkids Super Smart Topics

UNIT	UNIT TITLE	TOPIC	COMMON CORE STANDARDS
Review	A Rainforest Adventure	Animals and plants of the rainforest	1-LS1-1
1	Big Cat, Little Cat	Similarities and differences between housecats and wild cats	1-LS1-1
3	Taking Care of Zoo Animals	How zookeepers care for animals	1-LS1-1
5	The Planets of Our Solar System	A tour of the solar system	1-ESS1-1, 1-ESS1-2
7	That's Fast	Comparing the fastest speeds of different animals	1-LS1-1
10	Storms Ahead!	The science of different kinds of storms	1-ESS1-2
12	How Your Body Works	The systems of the human body	1-LS1-2
14	Wild About Birds	Different kinds of birds and birdwatching	1-LS1-3

1st Grade Social Studies Scope and Sequence

Curriculum: Studies Weekly

Quarter	Unit Title	Week	TITLE	ILLINOIS LEARNING STANDARDS
1	Community	1	Communities	SS.CV.1.1
		2	Rules and Laws	SS.CV.2.1
	Government	3	Principles of Democracy	SS.CV.1.1
		4	Purpose and Structure of Government	SS.CV.1.1
		5	Government Services	SS.CV.1.1
		6	Important Documents	SS.IS.2.K-2, SS.IS.3.K-2
		7	Citizens	SS.CV.1.1, SS.EC.1.1
2	Our Nation	8	Patriotism	SS.CV.1.1, SS.H.2.1
		9	National Symbols	SS.H.2.1
		10	National Holidays	SS.H.2.1
		11	Founders	SS.H.2.1
		12	Sources	SS.IS.2.K-2, SS.IS.3.K-2
	Geography and Culture	13	Map Skills	SS.G.1.1
		14	Geography: Five Themes	SS.G.1.1
		15	Location	SS.G.1.1
		16	Place: Physical Characteristics	SS.G.1.1
		17	Place: Human Characteristics	SS.G.1.1
		18	Human and Environment Interaction	SS.CV.2.1, SS.H.1.1
19		Movement	SS.G.1.1, SS.H.2.1	
20		Regions of the United States	SS.G.1.1	
21		Culture	SS.H.3.1	
3	Economics	22	Needs and Wants	SS.EC.1.1
		23	Goods and Services	SS.EC.2.1
		24	Economic Choices	SS.EC.1.1
		25	Economic Activities	SS.EC.FL.3.1
		26	Spending and Saving	SS.EC.FL.3.1
4	History and Time	27	Time	SS.H.1.1
		28	Changes Over Time	SS.H.1.1, SS.H.3.1
		29	Comparing Children Over Time	SS.H.1.1, SS.H.3.1
		30	Inventions	SS.H.2.1
		31	Transportation Over Time	SS.H.3.1
		32	Communication Over Time	SS.H.2.1