

Wilson County Schools



First Grade Curriculum Framework

English Language Arts

2018-2019



Scan to view ELA Standards progression and resources!

Wilson County Schools
Curriculum Framework for NCSCOS by Quarter
GRADE 1

District Expectations		
mClass Reading 3D	All K-3 teachers	<u>Reading 3D Benchmark Guidelines</u> <u>Read to Achieve Livebinder</u> <u>NC Written Response to Text</u>
90 Minute Reading Block	All K-5 teachers	<u>ELA Plan Example</u> <u>Planning for 90 minute Literacy Block</u> <u>Blank Planning Template</u> <u>Guided Reading Plan Templates</u>
Learning Focused	All K-5 teachers	<u>Lesson Plan Template</u> <u>Lesson Plan w/ Examples</u> <u>LF Online</u>
Writing Plan for all Content Areas	All K-5 teachers	<u>WCS Writing Plan</u>
Balanced Literacy	All K-5 teachers	<u>Balanced Literacy (see WCS BL Framework)</u>
90 Minute Math Block (Guided Math)	All K-5 teachers	<u>Quick overview of Guided Math</u>
Student Portfolios	All K-5 teachers	<u>K-3 Portfolio Cover</u>
Standards Based Report Cards	K-2 teachers	<u>SBRC Information</u>
First Grade NCSCoS		<p>1st NCSCoS</p> 



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Readiness - First 20 Days		
Prepare environment for Balanced Literacy (see WCS BL Framework)	Design schedule and set-up classroom Sample Daily Schedule	
Teach Behavior Expectations	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for whole group, small group, centers (Reading & Math)	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for writer's workshop	Teach routines, rules and procedures	Teacher models and students role-play
Administer the Beginning of the Year (BOY) Reading 3D benchmark assessment	Administer one on one with each child.	

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
BOLD standards will be assessed on report card. Standard link will take you to resources.			
Priority - RL.1 , RL.2 , RL.7 , W.3 , SL.1 , SL.4 , L.1-6 , RF.1-5 Supporting - RL.3, RL.4, W.6 Text Complexity - RL.10	Priority - RI.1 , RI.2 , RI.4 , RI.6 , W.2 , SL.1-5 , L.1-6 , RF.1-5 Supporting - RI.3, RI.5, RI.7, W.4, W.5, W.6, Text Complexity - RI.10	Priority - RL.3 , RL.4 , RL.5 , RL.6 , RL.9 , RI.3 , RI.5 , RI.7 , RI.8 , RI.9 , W.1 , L.1-6 , RF.1-5 Supporting - All others Text Complexity - RL.10 , RI.10	Review standards as needed. Text Complexity - RL.10 , RI.10
Reading Foundational Skills should be taught across all quarters as indicated until mastered. Language Standards are supporting standards during writing workshop.			

BLUE - link to more information, **RED** - Assessment alignment and standards information

GREEN - Additional information, **PURPLE** - Scaffolded standard - progresses across quarters



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1st Quarter

READING LITERATURE

Strand & Cluster	Standards
Reading Literature:	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	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.
Craft & Structure	RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Integration of Knowledge and Ideas	RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
Level of Text Complexity Level E	RL.1.10 - With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time. See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans Reading Behaviors by LEVELS , Reading Descriptors for for Levels A-Z , Reading Behaviors Checklist by Level Independent Sustained Reading Guide
WRITING	
Writing:	Use quality fiction as read alouds and as mentor texts for writing. Expect students to use the same craft and structure authors use. Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts



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<p>Text Types and Purposes</p> <p>LINK to Lessons</p> <p>Narrative Task - October 8-12, 2018</p>	<p>W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> <p>LINK to Lessons</p> <p>The connection between reading literature and writing literature (narrative) should be modeled heavily during the first nine weeks.</p>	
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.1.6 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (mClass Written Comprehension)</p>	
<p>SPEAKING & LISTENING</p>		
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
<p>Presentation of Knowledge and Ideas</p>	<p>SL.1.4 - Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
<p>LANGUAGE</p>		
<p>Language: Conventions of Standard English</p>	<p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>d. <u>Adjectives</u> Use frequently occurring adjectives.</p>



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<p>Language Continuum Guide</p>	<p>speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>a. Subject/Verb Agreement Use singular and plural nouns with matching verbs in basic sentences (review).</p> <p>b. Nouns Form frequently occurring nouns; form regular plural nouns (/s/ or /es/.) Use common, proper, and possessive nouns (review).</p> <p>c. Verbs Form frequently occurring verbs (review). Convey sense of time.</p>	<p>e. <u>Conjunctions</u> Use frequently occurring conjunctions (and, or-review).</p> <p>g. Sentences Produce and expand simple and compound sentences. Understand and use question words.</p> <p>h. Prepositions Use frequently occurring prepositions.</p> <p>i. <u>Pronouns</u> Use personal pronouns (e.g., I, me, he, you).when speaking and writing.</p>
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>a. Capitalization Capitalize the first word in a sentence (review). Capitalize the pronoun I (review).</p>	<p>b. Punctuation Recognize end punctuation(review). Name end punctuation (review). Use end punctuation for sentences.</p> <p>c. Spelling Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions.</p>



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<p>Language: Vocabulary Acquisition and Use</p>	<p>L.1.4 - Determine and/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: context clues, word parts, and word relationships.</p>	<p>L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Sort words into categories to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes. C. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. <p>L.1.6 - Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.</p>
READING FOUNDATIONAL SKILLS		
<p>Foundational Skills: Print Concepts</p>	<p>RF.1.1 - Demonstrate understanding of the organization and basic features of print. a. Recognize and use capitalization and ending punctuation.</p>	
<p>Foundational Skills: Handwriting</p>	<p>RF.1.2 - Print all upper- and lowercase letters legibly.</p>	
<p>Foundational Skills: Phonological Awareness</p>	<p>RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes).</p>	
<p>Foundational Skills: Phonics and Word Recognition</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.1.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. <ul style="list-style-type: none"> A. Decode regularly spelled one-syllable words. B. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. C. Read words with inflectional endings. D. Recognize and read grade-appropriate irregularly spelled words. 	



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<p>Foundational Skills: Fluency</p> <p>LEVEL E</p>	<p>RF.1.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>
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2nd Quarter
READING INFORMATION



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Strand & Cluster	Standards
Reading Information:	Reading Informational texts should be the major focus during the 2nd NWs. Teachers may use fiction texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should be exposed to both text features and text structures. Students should understand informational text is nonlinear and can be read based on the information the reader is seeking.
Key Ideas and Details	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.
Craft & Structure	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 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.
Integration of Knowledge and Ideas	RI.1.7 - Use the illustrations and details in a text to describe its key ideas.
Level of Text Complexity Level G	RL.1.10 - With prompting and support, read and understand informational texts of appropriate complexity for grade 1 for sustained periods of time. See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans Reading Behaviors by LEVELS , Reading Descriptors for for Levels A-Z , Reading Behaviors Checklist by Level Independent Sustained Reading Guide
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts



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<p>Text Types and Purposes</p> <p>LINK to Lessons</p> <p>Informative Task - February 1-28, 2019</p>	<p>W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> <p>LINK to Lessons</p> <p>The connection between reading informational texts and writing non-fiction should be modeled heavily during the second nine weeks.</p>
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.1.4 - With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.1.5 - Participate in shared research and writing projects.</p> <p>W.1.6 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>(mClass Written Comprehension)</p>
<p>SPEAKING & LISTENING</p>	
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>



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Presentation of Knowledge and Ideas	<p>SL.1.4 - Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	
LANGUAGE		
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>b. <u>Nouns</u> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/.) Use common, proper, and possessive nouns.</p> <p>d. <u>Adjectives</u> Use frequently occurring adjectives.</p>	<p>e. <u>Conjunctions</u> Use frequently occurring conjunctions (but, so, because, etc).</p> <p>g. <u>Sentences</u> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences.</p> <p>Understand and use question words.</p> <p>i. <u>Pronouns</u> Use personal, possessive, and indefinite pronouns.</p>
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>a. <u>Capitalization</u> Capitalize the first word in a sentence (review). Capitalize the pronoun I (review). Capitalize dates and names of people.</p> <p>b. <u>Punctuation</u> Use end punctuation for sentences. Use commas in dates.</p>	<p>c. <u>Spelling</u> Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words.</p>



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<p>Language: Vocabulary Acquisition and Use</p>	<p>L.1.4 - Determine and/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: context clues, word parts, and word relationships.</p>	<p>L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5b - Define words by category and by one or more key attributes. L.1.5c - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. L.1.6 - Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.</p>
<p>READING FOUNDATIONAL SKILLS</p>		
<p>Foundational Skills: Print Concepts</p>	<p>Review</p>	
<p>Foundational Skills: Handwriting</p>	<p>RF.1.2 - Print all upper- and lowercase letters legibly.</p>	
<p>Foundational Skills: Phonological Awareness</p>	<p>RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (NWF) d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (PSF)</p>	
<p>Foundational Skills: Phonics and Word Recognition</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.1.4 - Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. c. Know final -e conventions for representing long vowel sounds. e. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Recognize and read grade-appropriate irregularly spelled words.</p>	



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<p>Foundational Skills: Fluency</p> <p>LEVEL G</p>	<p>RF.1.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>
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3rd Quarter

READING LITERATURE & INFORMATION

Strand & Cluster	Standards
Key Ideas and Details	<p>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</p> <hr/> <p>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.</p>
Craft & Structure	<p>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. RL.1.6 - Identify who is telling the story at various points in a text.</p> <hr/> <p>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 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.</p>
Integration of Knowledge and Ideas	<p>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.</p> <hr/> <p>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.</p>
Level of Text Complexity	<p>RL. & RI.1.10 - With prompting and support, read and understand literature and informational text of appropriate complexity for grade 1 for sustained periods of time.</p>



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Level I	<p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z. Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes LINK to Lessons Opinion Task - April 29-May 3, 2019	<p>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 closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> <p>LINK to Lessons Read aloud many opinion pieces as mentor texts.</p>
Production and Distribution of Writing	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.1.4 - With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.1.5 - Participate in shared research and writing projects.</p> <p>W.1.6 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>(mClass Written Comprehension)</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	<p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>



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	<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	
Presentation of Knowledge and Ideas	<p>SL.1.4 - Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	
LANGUAGE		
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>e. <u>Conjunctions</u> Use frequently occurring conjunctions (but, so, because, etc).</p>	<p>g. <u>Sentences</u> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences.</p> <p>i. <u>Pronouns</u> Use personal, possessive, and indefinite pronouns.</p> <p>j. <u>Determiners</u> Use determiners</p>
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>a. <u>Capitalization</u> Capitalize dates and names of people.</p> <p>b. <u>Punctuation</u> Use commas in dates.</p>	<p>c. <u>Spelling</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words.</p>
<p>Language: Vocabulary Acquisition and Use</p>	<p>L.1.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly</p>	<p>L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>



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	from an array of strategies: context clues, word parts, and word relationships.	L.1.5c - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. L.1.6 - Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.
READING FOUNDATIONAL SKILLS		
Foundational Skills: Print Concepts	Review	
Foundational Skills: Handwriting	Review	
Foundational Skills: Phonological Awareness	RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (NWF) d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).(PSF)	
Foundational Skills: Phonics and Word Recognition	RF.1.4 - Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds. e. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Recognize and read grade-appropriate irregularly spelled words. See WCS Phonemic Awareness and Phonics Scope & Sequence	
Foundational Skills: Fluency	RF.1.5 - Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans	

LEVEL I



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4th Quarter

READING INFORMATION

Strand & Cluster	Standards
Reading Information:	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	Review RL/RI standards 1-3 as needed.
Craft & Structure	Review RL/RI standards 4-6 as needed.
Integration of Knowledge and Ideas	Review RL/RI standards 7-9 as needed.
Level of Text Complexity Level J	RL.1.10 - With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time. See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans Reading Behaviors by LEVELS , Reading Descriptors for for Levels A-Z , Reading Behaviors Checklist by Level Independent Sustained Reading Guide
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes	Review Narrative, Information, and Opinion



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Production and Distribution of Writing	<p style="background-color: #90EE90;">Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>Continue mastery of all standards. Review Standards 4-6</p> <p>(mClass Written Comprehension)</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	Review Standards 1-3
Presentation of Knowledge and Ideas	Review Standards 4-5
LANGUAGE	
Language: Conventions of Standard English Language Continuum Guide	L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. j. <u>Determiners</u> Use determiners
Language: Conventions of Standard English Language Continuum Guide	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. c. <u>Spelling</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions. Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words.



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<p>Language: Vocabulary Acquisition and Use</p>	<p>L.1.4 - Determine and/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: context clues, word parts, and word relationships.</p> <p>L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5c - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 - Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.</p>
READING FOUNDATIONAL SKILLS	
<p>Foundational Skills: Print Concepts</p>	<p>Review</p>
<p>Foundational Skills: Handwriting</p>	<p>Review</p>
<p>Foundational Skills: Phonological Awareness</p>	<p>RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words..</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (NWF)</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).(PSF)</p>
<p>Foundational Skills: Phonics and Word Recognition See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.1.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know common vowel team conventions for representing long vowel sounds.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Foundational Skills: Fluency</p>	<p>RF.1.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>



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LEVEL J	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>
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