Wilson County Schools
Suggested Curriculum Framework for NCSCOS by Quarter
GRADE __1st____

District Expectations		
mClass Reading 3D	**All K-3 teachers**	**Reading 3D Benchmark Guidelines** See FAQ from DPI **Read to Achieve Livebinder** **NC Written Response to Text**
90 Minute Reading Block	**All K-5 teachers**	**90 Minute Reading Block Example** **Planning for 90 minute Literacy Block** **Blank Planning Template** **Literacy Block Example**
Writing Plan for all Content Areas	**All K-5 teachers**	**WCS Writing Plan**
Balanced Literacy	**All K-5 teachers**	**Balanced Literacy (see WCS BL Framework)**
Thinking Maps across all Content Areas	**All K-5 teachers**	**Thinking Maps Learning Community** **Thinking Maps Aligned to Reading & Writing Standards** **Posters**, **Keywords**, **Parent Letters**
Motivation Math	**1-5 teachers**	**Motivation Math Online**
90 Minute Math Block (Guided Math)	**All K-5 teachers**	**Quick overview of Guided Math**
Student Portfolios	**All K-5 teachers**	**K-3 Portfolio Cover**
Standards Based Report Cards	**K-2 teachers**	**Parents Guide**

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Learning Focused	**All K-5 teachers**	**Learning Focused Sign In**

Once a standard has been taught, it will be reviewed every nine weeks

MATH	**First Quarter**	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
Domain	Standards Cluster 1 Cluster 2	Standards Cluster 3 Cluster 4	Standards Cluster 5 Cluster 6	Standards Cluster 7 Cluster 8
Operations & Algebraic Thinking **Community Resources**	**NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, ~~and equations with a symbol for the unknown number to represent the problem,~~ when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • ~~Compare-Difference Unknown~~ **NC.1.OA.3** Apply the commutative and associative properties as strategies for solving addition problems. **NC.1.OA.6** Add and subtract, within 20, using strategies such as: • Counting on • Making ten	**NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, ~~and equations with a symbol for the unknown number to represent the problem,~~ when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown **NC.1.OA.2** Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.	**NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown **NC.1.OA.3** Apply the commutative and associative properties as strategies for solving addition problems. **NC.1.OA.7** Apply understanding of the equal sign to determine if	**NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Differenc e Unknown **NC.1.OA.2** Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a

	● Decomposing a number leading to a ten ● Using the relationship between addition and subtraction ● Using a number line ● Creating equivalent but simpler or known sums **NC.1.OA.7** Apply understanding of the equal sign to determine if equations involving addition and subtraction are true. **NC.1.OA.9** Demonstrate fluency with addition and subtraction within 10.	**NC.1.OA.7** Apply understanding of the equal sign ~~to determine if equations involving addition and subtraction are true.~~ **NC.1.OA.8** Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	equations involving addition and subtraction are true.	symbol for the unknown number. **NC.1.OA.3** Apply the commutative and associative properties as strategies for solving addition problems. **NC.1.OA.4** Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem. **NC.1.OA.6** Add and subtract, within 20, using strategies such as: ● Counting on ● Making ten ● Decomposing a number leading to a ten ● Using the relationship between addition and subtraction ● Using a number line ● Creating equivalent but simpler or known sums **NC.1.OA.9** Demonstrate fluency with addition and subtraction within 10.

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Numbers & Operations in Base Ten **Community Resources**	**NC.1.NBT.1** Count to 150, starting at any number less than 150. **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • ~~Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.~~ **NC.1.NBT.7** Read and write numerals, and represent a number of objects with a written numeral, to ~~100~~ 20.	**NC.1.NBT.1** Count to 150, starting at any number less than 150. **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. **NC.1.NBT.3** Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **NC.1.NBT.7** Read and write numerals, and represent a number of objects with a written numeral, to 100.	**NC.1.NBT.1** Count to 150, starting at any number less than 150. **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. **NC.1.NBT.4** Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: • A two-digit number and a one-digit number • A two-digit number and a multiple of 10	

			NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **NC.1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using: ● Concrete models and drawings ● Number lines ● Strategies based on place value ● Properties of operations ● The relationship between addition and subtraction	
Measurement & Data **Community Resources**	**NC.1.MD.4** Organize, represent, and interpret data with up to three categories. ● Ask and answer questions about the total number of data points. ● Ask and answer questions about how many in each category. ● Ask and answer questions about how many more or less are in one category than in	**NC.1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **NC.1.MD.2** Measure lengths with non-standard units. ● Express the length of an object as a whole number of non-standard length units.		**NC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. **NC.1.MD.5** Identify quarters, dimes, and nickels and relate their values to pennies.

	another.	• Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps. **NC.1.MD.4** Organize, represent, and interpret data with up to three categories. • Ask and answer questions about the total number of data points. • Ask and answer questions about how many in each category. • Ask and answer questions about how many more or less are in one category than in another.		
Geometry **Community Resources**			**NC.1.G.1** Distinguish between defining and non-defining attributes and create shapes with defining attributes by: • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and	**NC.1.G.3** Partition circles and rectangles into two and four equal shares. • Describe the shares as halves and fourths, as half of and fourth of. • Describe the whole as two of, or four of the shares. • Explain that decomposing into more equal shares creates

			cylinders. **NC.1.G.2** Create composite shapes by: ● Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. ● Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.	smaller shares.