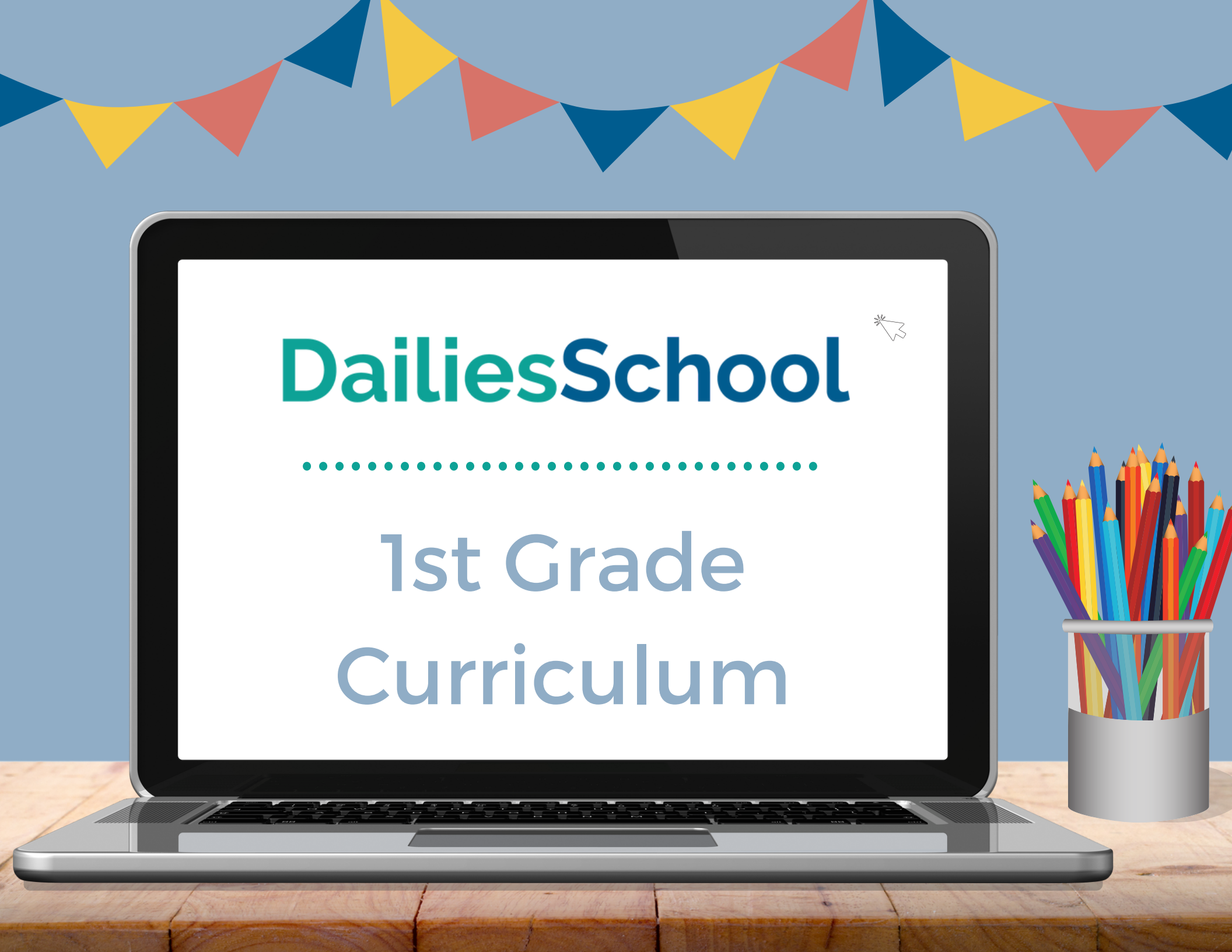
DailiesSchool
1st Grade
Curriculum

1st Grade Table of Contents

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1st Grade: Quarter 1 Overview

Math | Reading Comprehension | Foundational Reading | Writing | Social Studies | Science | SEL

In math, students will add and subtract within 20, use greater than, less than, or equal signs to compare number values, and will practice telling and writing time within the half-hour using analog and digital clocks.

To practice reading comprehension, students will participate in collaborative discussions in order to learn how to follow rules, contribute to the discussion, and ask clarifying questions. They will also be able to describe relevant details and read grade appropriate poetry texts.

As part of foundational reading, students will practice pronouncing words correctly by distinguishing between long and short vowels and blending sounds. They will also practice counting the number of syllables in a word.

In writing, students will practice writing upper and lowercase letters. They will also demonstrate proper grammar by using appropriate punctuation.

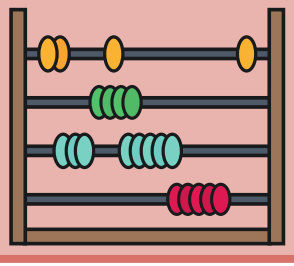
Students will learn all about being member of a group in social studies. They will understand that members of groups have different roles and that leaders have a different role than the rest of the group.

In science, students will conduct experiments and use tools to solve problems related to using light and sound to communicate over distance.

For SEL, students will develop self-awareness by sharing their strengths and building confidence. They will also practice setting goals and staying organized.

1st Grade: Quarter 1 Standards

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



Math

Students will add and subtract within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

OA.A.1

Students will understand subtraction as an unknown-addend problem. For example, they will find 10 minus 8 by finding the number that makes 10 when added to 8.

OA.B.4

Students will relate counting to addition and subtraction (e.g. counting by 2 to add 2).

OA.C.5

Students will add and subtract within 20 using strategies such as counting on, making ten, decomposing numbers, using the relationship between addition and subtraction, and creating equivalent sums.

OA.C.6

Students will understand the meaning of the equal sign and will determine if equations involving addition and subtraction are true or false.

OA.D.7

Students will count to 120 starting at any number less than 120. They will also be able to read and write numbers and represent a number of objects within 120.

NBT.A.1

Students will compare 2 two-digit numbers based on the meanings of the tens and ones digits by using symbols >, <, and =.

NBT.B.3

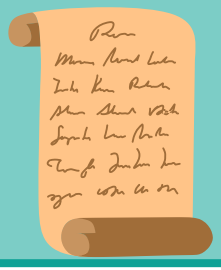
Students will tell and write time in hours and half-hours using analog and digital clocks.

MD.B.3

Students will ask questions to clarify any confusion about a topic or text under discussion.

SL.1.1.C

Reading Comprehension



Students will describe people, places, things, and events with relevant details by expressing their ideas and feelings clearly.

SL.1.4

Students will participate in collaborative discussions with diverse partners in small and large groups.

SL.1.1

Students will read grade appropriate prose and poetry texts.

RL.1.10

Students will follow agreed-upon rules for discussions such as listening to others or speaking one at a time.

SL.1.1.A

Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.4

Students will build on others' conversations by responding to the comments of others through multiple exchanges.

SL.1.1.B

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

– Dr. Seuss

Foundational Reading

Students will understand that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.D

Students will understand the organization and basic features of print.

RF.1.1

Writing

Students will recognize the distinguishing features of a sentence such as the first word, capitalization, and ending punctuation.

RF.1.1.A

Students will be able to write all upper and lowercase letters.

L.1.1.A

Students will understand spoken words, syllables, and sounds.

RF.1.2

Students will demonstrate proper grammar by using end punctuation for sentences and using commas in dates and to separate single words in a series.

L.1.2.B-C

Students will pronounce single-syllable words by distinguishing between long and short vowel sounds, blending sounds, and by isolating initial, medial, and final sounds.

RF.1.2.A-D

Students will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.D

Students will be able to spell untaught words using their phonemic awareness and known spelling conventions.

L.1.2.E

Students will sort words into categories such as colors or clothing to gain a sense of the concepts the categories represent.

L.1.5.A

Students will define words by category and by one or more key attributes such as a duck is a bird that swims or a tiger is a large cat with stripes.

L.1.5.B

Students will identify real-life connections between words and their uses.

L.1.5.C

Dailies Tip

Practice writing letters in unique ways! Use shaving cream to draw letters with fingers or use water and a paintbrush to write letters in the driveway!

Social Studies

Students will understand the benefits of being part of a group and explain what it means to be a part of a group.

1.T1-1

Students will investigate roles that members of a group play and explain how these roles contribute to achieving a common goal.

1.T1-2

Students will understand that a leader is also a member of a group but takes on a different role with more responsibility.

1.T1-3

Students will analyze examples of leadership and leaders from history. They will be able to describe qualities of a good leader.

1.T1-4

Students will be able to explain how members of a group can make fair decisions or choose their leaders by voting.

1.T1-5

Students will be able to explain that an election is a type of voting in which people select their leaders.

1.T1-6

Students will identify some leaders who are chosen by elections and be able to explain their roles.

1.T1-7

Students will understand that members of a town or nation in the United States are citizens who have the right to elect leaders.

1.T1-8

Students will understand that all people born in the United States are citizens and that there are some people that move to the United States from other counties who are not citizens but are still members of the community.

1.T1-9

Students will evaluate the qualities of being a good citizen or member of the community using examples from history, literature, news reports, and personal experiences.

1.T1-10

Science

Students will plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-1, PS4.A

Students will make observations to construct evidence that objects can only be seen when illuminated.

1-PS4-2, PS4.B

Students will plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

1-PS4-3

Students will understand that some materials allow light to pass through them, others allow some light, and others block all light.

PS4.B.2

Students will use tools and materials to design and build a device that uses light or sound to solve the problems of communicating over a distance.

1-PS4-4, PS4.C

Social Emotional Learning

Students will learn how to appropriately share their feelings.

1.SA.4

Students will develop a strong positive mindset.

1.SA.5

Students will understand the importance of rules.

1.SM.1

Students will practice self-awareness skills by sharing what makes them happy and what their strengths are.

1.SA.1,3

Students will practice setting goals.

1.SM.2

Students will build self-confidence.

2.SA.2

Students will practice self-management by learning how to stay organized.

1.SM.3

1st Grade: Quarter 2 Overview

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

In math, students will continue practicing adding and subtracting within 20 and telling time. Students will practice measurement skills by ordering objects by length and begin exploring geometry.

To practice reading comprehension, students will use illustrations or details from a text to answer questions and describe key details of the text such as the characters, setting, and major events.

As part of foundational reading, students will practice pronouncing words correctly by understanding spelling-sound correspondences, vowel team conventions, and applying their knowledge of letter-sound relationships.

Students will practice their grammar skills in writing by using appropriate nouns and capitalization. They will practice these skills by writing narratives.

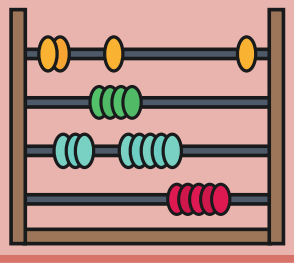
Social studies is all about maps. Students will explain how maps help us identify features such as continents or oceans and they will be able to use cardinal directions to locate or describe places on a map.

In science, students will explore living things. They will understand that animals and plants have unique characteristics that help them survive.

For SEL, students will develop self-management skills by learning to cope with strong feelings. They will also gain social awareness skills by learning that everyone is different.

1st Grade: Quarter 2 Standards

Math | Reading Comprehension | Foundational Reading | Writing | Social Studies | Science | SEL



Math

Students will count to 120 starting at any number less than 120. They will also be able to read and write numbers and represent a number of objects within 120.

NBT.A.1

Students will add and subtract within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

OA.A.1

Students will order three objects by length and compare the lengths of two objects indirectly by using a third object.

MD.A.1

Students will relate counting to addition and subtraction (e.g. counting by 2 to add 2).

OA.C.5

Students will express the length of an object as a whole number of units by laying multiple copies of a shorter object end to end.

MD.A.2

Students will add and subtract within 20 using strategies such as counting on, making ten, decomposing numbers, using the relationship between addition and subtraction, and creating equivalent sums.

OA.C.6

Students will tell and write time in hours and half-hours using analog and digital clocks.

MD.B.3

Students will organize, represent, and interpret data with up to three categories by asking and answering questions about the number of data points in each category.

MD.C.4

Students will use illustrations and details to describe characters, settings, and major events in a story.

RL.1.3, RL.1.7

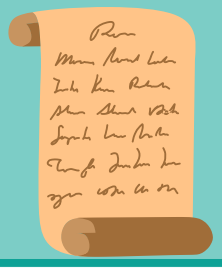
Students will partition circles and rectangles into two and four equal parts. They will be able to describe the parts using the words halves, fourths, quarters, etc.

G.A.3

Students will be able to identify who is telling the story at various points in a text.

RL.1.6

Reading Comprehension



Foundational Reading

Students will be able to ask and answer questions about key details in a text read aloud or from other information presented orally or through other media.

RL.1.1, SL.1.2

Students will understand the spelling-sound correspondences for words that have two or more consonants that, together, represent one sound (e.g., ph in words like phone or nephew).

RF.1.3.A

Students will be able to identify the main topic and retell key details of a text.

RL.1.2

Students will understand common vowel team conventions for representing long vowel sounds (eg., ai and ay or ee and ea).

RF.1.3.C

Students will apply their knowledge of letter-sound relationships to break words down into syllables.

RF.1.3E

Students will use proper capitalization on dates and names of people.

L.1.2.A

Writing

Students will write narratives in which they recount two or more sequenced events, include details regarding what happened, and provide a conclusion.

W.1.3

Students will use common, proper, and possessive nouns.

L.1.1.1

Students will respond to questions and suggestions from peers to add details to strengthen their writing.

W.1.5

Students will use singular and plural nouns with matching verbs in basic sentences (eg., He hops or We hop).

L.1.1.C

Students will describe people, places, things, and events with details and by expressing their ideas and feelings clearly.

SL.1.4

Students will use determiners (a modifying word that references a noun or noun group such as a or the).

L.1.1.H

Students will use drawings or other visual displays to describe or clarify ideas, thoughts, and feelings.

SL.1.5

Social Studies

Students will understand that people from different parts of the world have different cultures.

1.T2-5

Students will explain that a map represents spaces and helps us identify locations and features.

1.T2-1

Science

Students will identify cardinal directions (north, east, south, west) when locating and describing places on a map. They will use the map to identify the location of major cities and capitals.

1.T2-2

Students will understand that different plants and animals have different parts that help them survive.

LS1.A

Students will understand that a city called a capital is the center of government for a state or nation.

1.T2-3

Students will understand that plants and animals respond to different kinds of information with behaviors that help them survive.

LS1.D

Students will locate and explain physical features such as continents or oceans on a map. They will construct maps and other representations of local places.

1.T2-4

Students will read texts and use media to determine patterns in behavior of parents and offspring that help them survive.

1-LS1-2

Students will understand that adult plants and animals can reproduce and that many animal parents and their offspring will engage in behaviors that help the offspring survive.

LS1.B

Students will make observations to construct evidence that young plants and animals are similar, but not exactly like, their parents.

1-LS3-1, LS3.A-B

Social Emotional Learning

Students will understand why it's important to do certain things like going to school or being respectful of others.

1.SM.6

Students will learn the importance of being good listeners.

1.SOA.1

Students will practice good manners such as saying please and thank you.

1.SOA.2

Students will learn how to cope with strong feelings like stress.

1.SM.4

Students will understand that everyone is different.

1.SOA.3-5

Students will better handle their emotions by practicing self-control.

1.SM.5

"Strength lies in differences, not in similarities."

– Stephen Covey

1st Grade: Quarter 3 Overview

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

In math, students will continue practicing adding and subtracting within 20 using various strategies and exploring geometry. They will also use symbols such as >,<, or = to compare two numbers and understand that groups of ten can be broken down into ones.

For reading comprehension, students will use illustrations and details in a story to describe the characters, setting, and events. They will be able to answer questions about details in a text and read poetry texts.

As part of foundational reading, students will understand word meanings by using context clues, affixes, inflection forms, and word relationships to confirm word recognition.

In writing, students will have many opportunities to practice correctly using parts of speech such as verbs, adjectives, conjunctions, and prepositions. They will also practice informative and explanatory writing.

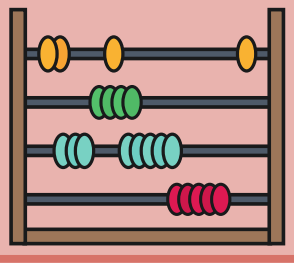
Students will discover what unites people in the United States and what makes them different in social studies. They will learn about unifying phrases, symbols, and songs and use calendars to recognize sequential patterns in events.

In science, students will investigate the solar system. They will use observations of the sun, moon, and stars to make predictions and understand seasonal patterns related to day length.

For SEL, students will build relationship and responsible decision making skills by learning how to work as a team and working through difficult situations.

1st Grade: Quarter 3 Standards

Math | Reading Comprehension | Foundational Reading | Writing | Social Studies | Science | SEL



Math

Students will add and subtract within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

OA.A.1

Students will apply properties of operations as strategies to add and subtract.

OA.B.3

Students will relate counting to addition and subtraction (e.g. counting by 2 to add 2).

OA.C.5

Students will add and subtract within 20 using strategies such as counting on, making ten, decomposing numbers, using the relationship between addition and subtraction, and creating equivalent sums.

OA.C.6

Students will understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.

OA.D.7

Students will understand that 10 can be thought of as a bundle of 10 ones.

NBT.B.2.A

Students will understand that numbers from 11 to 19 are composed of tens and ones.

NBT.B.2.B

Students will understand that numbers like 10, 20, and 30 refer to one, two, and three groups of 10.

NBT.B.2.C

Students will compare 2 two-digit numbers based on meanings of the tens and ones digits with symbols >, <, or =.

NBT.B.3

Students will add within 100 using models, drawings, and strategies based on place value, properties of operations, and the relationship between addition and subtraction.

NBT.C.4

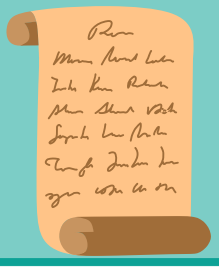
Students will mentally find 10 more or 10 less than a given two-digit number.

NBT.C.5

Students will partition circles and rectangles into two and four equal parts. They will be able to describe the parts using the words halves, fourths, quarters, etc.

G.A.3

Reading Comprehension



Students will ask and answer questions about key details in a text.

RL.1.1

Students will retell stories, include key details, and demonstrate their understanding of the central message or lesson.

RL.1.2

Students will use illustrations and details to describe characters, settings, and major events in a story.

RL.1.3, RL.1.7

Students will explain major differences between books that tell stories and books that give information.

RL.1.5

Students will be able to identify who is telling the story at various points in a text.

RL.1.6

Students will identify words and phrases that suggest feelings or appeal to the senses.

RL.1.4

Students will read grade appropriate prose and poetry.

RL.1.10

Students will use context to confirm word recognition and understanding.

RF.1.4.C

Foundational Reading

Students will determine the meaning of unknown multiple-meaning words and phrases using a variety of strategies such as context clues.

L.1.4, L.1.4.A

Students will apply phonics and word analysis to decode words.

RF.1.3

Students will use affixes (elements added to a word to alter its meaning like tidy vs. untidy) as clues to the meanings of words.

L.1.4.B

Students will read words with inflectional endings (element added to the end of a word to change the number or tense of the word).

RF.1.3F

Students will identify frequently occurring root words such as look and their inflectional forms such as looks, looked, or looking.

L.1.4.C

Students will understand word relationships and nuances in word meanings.

L.1.5

Students will write informative or explanatory texts in which they describe the topic, facts about the topic, and provide a conclusion.

W.1.2

Writing

Students will participate in shared research and writing projects.

W.1.7

Students will use verbs to convey a sense of past, present, and future.

L.1.1.E

Students will recall information from experiences or gather information from provided sources to answer a question.

W.1.8

Students will be able to use frequently occurring adjectives, conjunctions, and prepositions,

L.1.1.F,G, & I

Social Studies

Students will distinguish shades of meaning among verbs (eg., look, glance, stare) and adjectives differing in intensity (eg., big, large, gigantic).

L.1.5.D

Students will provide evidence to explain ways people in the United States are unified and diverse.

1.T3-1

Students will understand ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs.

1.T3-2

Students will recognize sequential patterns in seasonal events or personal experiences using a calendar, words, and phrases related to chronology and time.

1.T3-3

Science

Students will use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-1, ESS1.A

Students will make observations at different times of the year to understand seasonal patterns of sunrise and sunset.

1-ESS1-2, 1-ESS1.B

Social Emotional Learning

Students will understand that friends are special and it is important to treat others as you would want to be treated.

1.RS.1 & 3

Students will learn to work as a member of a team and develop their conversation skills.

1.RS.2 & 4

Students will discover things they care most about.

1.RDM.1

Students will gain independence by finding their own way, working through problems, and understanding situations.

1.RDM.1-4

1st Grade: Quarter 4 Overview

Math | Reading Comprehension | Foundational Reading | Writing | Social Studies | Science | SEL

In math, students will continue practicing adding and subtracting by solving word problems. Students will gain an understanding that 10 can be thought of as a bundle of ones and that two digit numbers like 20 or 30 can be thought of as 2 or 3 groups of 10.

For reading comprehension, students will ask and answer questions to gather additional information or clarify what the speaker is saying. They will also be able to compare and contrast the experiences of characters in a story.

Students will practice reading first grade appropriate texts aloud with fluency, accuracy, and understanding in foundational reading.

In writing, students will demonstrate command of convention of English grammar when writing and speaking. They will also write opinion pieces that include an introduction, their opinion on the topic, reasons for their opinion, and a conclusion.

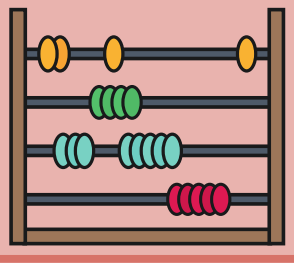
Social studies will focus on natural resources. Students will recognize the difference between renewable and non-renewable resources and explain the relationship between different resources and careers.

In science, students will think like engineers as they ask questions, make observations, and gather information to design a solution to a problem.

For SEL, students will continue building responsible decision making skills to help them reflect. They will also gain additional skills to help them cope with experiencing multiple emotions.

1st Grade: Quarter 4 Standards

Math | Reading Comprehension | Foundational Reading | Writing | Social Studies | Science | SEL



Math

Students will add and subtract within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

OA.A.1

Students will solve word problems by adding three whole numbers whose sum is within 20 by using objects, drawings, and equations with a symbol for the unknown number.

OA.A.2

Students will apply properties of operations as strategies to add and subtract.

OA.B.3

Students will add and subtract within 20 using strategies such as counting on, making ten, decomposing numbers, using the relationship between addition and subtraction, and creating equivalent sums.

OA.C.6

Students will determine the unknown whole number in an addition or subtraction equation.

OA.D.8

Students will understand that the two digits in a two-digit number represent amounts of tens and ones.

NBT.B.2

Students will understand that 10 can be thought of as a bundle of 10 ones.

NBT.B.2.A

Students will understand that numbers from 11 to 19 are composed of tens and ones.

NBT.B.2.B

Students will subtract multiples of 10 within 10-90 using models, drawings, or strategies based on place value, properties of operations, or the relationship between addition and subtraction.

NBT.C.6

Students will understand that numbers like 10, 20, and 30 refer to one, two, and three groups of 10.

NBT.B.2.C

Students will be able to tell time in hours and half-hours using analog and digital clocks.

MD.B.3

Students will compare 2 two-digit numbers based on meanings of the tens and ones digits with symbols >, <, or =.

NBT.B.3

Students will partition circles and rectangles into two and four equal parts. They will be able to describe the parts using the words halves, fourths, quarters, etc.

G.A.3

Students will add within 100 using models, drawings, and strategies based on place value, properties of operations, and the relationship between addition and subtraction.

NBT.C.4

Students will mentally find 10 more or 10 less than a given two-digit number.

NBT.C.5

Dailies Activity

Practice place value skills with a scavenger hunt!

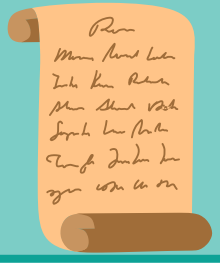
Can you find:

A number with a 0 in the ones place?

A number with a 2 in the tens place?

A number with a 4 in the hundreds place?

Reading Comprehension



Students will read with accuracy and fluency to support comprehension.

RF.1.4

Students will compare and contrast the adventures and experiences of characters in stories

RL.1.9

Students will read first grade level text with purpose and understanding.

RF.1.4.A

Students will ask and answer questions about what a speaker is saying to gather additional information or clarify something that is not understood.

SL.1.3

Students will read first grade level text aloud with accuracy, appropriate rate, and expression.

RF.1.4.B

Foundational Reading

Writing

Students will recognize and read first grade level irregularly spelled words.

RF.1.3.G

Students will demonstrate command of the conventions of standard English grammar and using when writing and speaking.

L.1.1

Students will use personal, possessive, and indefinite pronouns such as I, me, my, they, and them.

L.1.1.D

Students will use a variety of digital tools to produce and publish writing including collaborating with their peers.

W.1.6

Students will produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.1.J

Social Studies

Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2

Students will be able to explain the relationship between natural resources and indurstries and jobs in a particular location (eg., fishing, farming, mining, lumbering).

1.T4-1

Students will use words and phrases acquired through conversations, readings, and responding to texts.

L.1.6

Students will be able to distinguish between renewable and non-renewable resources.

1.T4-2

Students will write opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide a conclusion.

W.1.1

Students will be able to explain that people are also resources. The knowledge and skills they gain through their education and experiences make technological advancements possible.

1-T4-3

Students will understand what it means to be employed and define terms such as income, wages, and salary.

1.T4-4

Students will compare and contrast reasons why people save some of their money.

1.T4-9

Students will be able to give examples of products people buy and use.

1.T4-5

Science

Students will be able to give examples of services people provide for each other.

1.T4-6

Students will ask questions, make observations, and gather information about a situation people want to change to define a problem that can be solved through the development of an object or tool.

K-2-ETS-1

Students will be able to give examples of choices people have to make about buying goods and services and reasons why they have to make those choices.

1.T4-7

Students will understand that a situation people want to change can be approached as a problem that can be solved through engineering.

ETS1.A

Students will analyze examples of choices people make about buying goods and services (eg., to purchase goods from a company that supports its workers or protects the environment).

1.T4-8

Students will understand that making observations, asking questions, and gathering information are helpful when thinking about how to solve problems.

ETS1.A.2

Students will recognize the importance of clearly understanding the problem before designing a solution.

ETS1.A.3

Students will develop a simple sketch, drawing, or model to illustrate how the shape of an object helps it function.

K-2-ETS1-2

Students will understand that designs conveyed through sketches, drawings, or models can be useful representations when communicating ideas to solve a problem to others.

ETS1.B

Students will analyze data from tests of two objects to solve the same problem to compare the strengths and weaknesses of each object.

K-2-ETS1-3

Students will recognize that there is always more than one possible solution to a problem and that it is useful to compare and test designs.

ETS1.C

Social Emotional Learning

Students will build responsible decision making skills by learning to reflect and understand whether or not something worked out.

1.RDM.5-6

Students will try their best and gain confidence to stand up for themselves.

1.MS.1-2

Students will develop skills for coping with multiple feelings at one time.

1.MS.3

Students will understand the importance of honesty, accept that change is okay, and cope with feeling disappointed.

1.MS.4-6