What your child will learn in Grade 1

Grade 1 **Literacy Goals**

Types of Skills	Goals
Foundational	In first grade, a significant portion of the literacy block should be focused on developing & sustaining word structure knowledge through phonological/phonemic awareness, print concepts, phonics, and morphology to communicate, decode and encode (spell) for listening, speaking, reading, writing, and thinking.
Reading	In first grade, students should develop and sustain oral and written comprehension skills while listening and reading. These skills should progress throughout the year as students learn metacognitive strategies to determine author's purpose, analyze craft, and recognize genre characteristics and structures in increasingly complex texts.
Writing	In first grade, students should develop and sustain oral and written language skills to communicate their ideas effectively using appropriate language conventions. By using the writing process recursively, these skills should progress throughout the year as students learn to consider audience and purpose, apply appropriate genre characteristics and craft, and determine the appropriate mode of delivery.

Grade 1 **Literacy**

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 1: Introduction to Multiple Genres	8/14 - 9/22	1.2Ai, 1.2Aii, 1.2Aiii, 1.2Aiv, 1.2Av, 1.2Avii, 1.2Bi, 1.2Biii, 1.2Bv, 1.2Biv, 1.2Civ, 1.2D, 1.2F, 1.3B, 1.3C, 1.3D, 1.4A	1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6H, 1.6I, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.8B, 1.8C, 1.8D, 1.9A, 1.9B, 1.9Di, 1.9Dii, 1.9Diii, 1.9E, 1.9F, 1.10A, 1.10B, 1.10C	1.11A, 1.11Bi, 1.11Bii, 1.11C, 1.11Di, 1.11Dii, 1.11Diii, 1.11Div, 1.11Dvii, 1.11Dviii, 1.11Dix, 1.11Dx, 1.11E, 1.12A, 1.12B
Unit 2: Elements of Multiple Genres	9/25 – 11/3	1.2Av, 1.2Avi, 1.2Avii, 1.2Bi, 1.2Bii, 1.2Bvi, 1.2Cii	1.6D, 1.6E, 1.6F, 1.6G, 1.7C, 1.7D, 1.7E, 1.8A, 1.8C, 1.9Di, 1.10A, 1.10D, 1.10E	1.11Bi, 1.11Bii, 1.11Dv
Unit 3: Developing Comprehension through Multiple Genres	11/6 – 12/21	1.2Av, 1.2Avii, 1.2Bi, 1.2Bvi, 1.2E, 1.3A,	1.6E, 1.6F, 1.7C, 1.7D, 1.8C, 1.9Di, 1.10A	1.11Bi, 1.11Bii
Unit 4: Deepening Understanding of Multiple Genres	1/9 – 2/16	1.2Av, 1.2Avii, 1.2Bi, 1.2Bvi	1.6E, 1.6F, 1.7C, 1.7D, 1.8C, 1.9Di, 1.10A	1.11Bi, 1.11Bii

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 5: Making Real World Connections through Multiple Genres	2/21 – 4/5	1.2Av, 1.2Avii, 1.2Bi, 1.2Bvi	1.6E, 1.6F, 1.7C, 1.7D, 1.8C, 1.9Di, 1.10A	1.11Bi, 1.11Bii
Unit 6: Genre Studies	4/8 – 5/24	1.2Av, 1.2Avii, 1.2Bi, 1.2Bvi	1.6E, 1.6F, 1.7C, 1.7D, 1.8C, 1.9Di, 1.10A	1.11Bi, 1.11Bii, 1.12C

Grade 1 **Inquiry & Innovation**

Unit	Dates	TEKS	Unit Goals
Unit 1: Stability and Change	8/14 – 11/10	SS.1.10 A, B; SS.1.11 A, B; SC 1.6 A, C; SS.1.4 A, B; SS.1.5 A, B; SC.1.9 A; SC.1.10 D	Students investigate and inquire to answer: • How do rules and laws help my community and country? (Government) • How can we best understand the world around us? (Matter) • How does curiosity support new discoveries of the world? (Geography) • What patterns exist in our world? (Weather)
Unit 2: Relationships and Interactions	11/13 – 2/23	SC.1.10 A, B, C; SC.1.11 A, B, C; SS.1.5 A, B; SS.1.13 A, C, E; SC.1.7 A, B; SS.1.14 A, B	Students investigate and inquire to answer: • How do humans and the natural world interact? (Earth's Surface) • What makes a symbol patriotic? (Citizenship) • What interactions can be observed when investigating the objects in my classroom? (Force & Motion) • How can people be alike and different? (Culture)
Unit 3: Patterns and Systems	2/26 - 5/24	SC.1.12 A, B, C; SC.1.13 A, B, C; M.1.9 A, B, C, D; SS.1.6 A, B; SS.1.7 A, B; SS.1.8 B; SS.1.9 B; SC.1.6 B; SC.1.8 A, B; SS.1.16 A, B, C	Students investigate and inquire to answer: • How does interdependence provide stability and change? (Organisms and Environments) • Why and how do people's needs and wants change? (Personal Finance/Economics) • What conditions create a change? (Energy) • How does creativity and innovation affect people's lives? (Past and Present Technology)

Grade 1 **Mathematics**

Unit	Dates	TEKS	Unit Goals
Unit 1: Understanding Addition and Subtraction	8/14 – 9/29	1.2A, 1.3B, 1.3C, 1.3E, 1.5D, 1.5E, 1.5G	Students will: • Read, write, and represent numbers and sets. • Make 10 with two or more addends with and without objects. • Represent addition and subtraction problems up to 10 with pictures, models, and number sentences. • Explain strategies used to solve addition and subtraction problems.
Unit 2: Addition and Subtraction to 20	10/2 – 11/17	1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G	Students will: • Generate and solve problems when given a number sentence. • Represent addition and subtraction problems using models and number sentences. • Explain strategies used to solve addition and subtraction problems.
Unit 3: Geometry	11/27 – 12/21	1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H	Students will: • Classify and sort 2-D shapes based on attributes using informal language. • Identify 3-D solids (sphere, cone, cylinder, rectangular prism, cube, and triangular prism). • Describe attributes of 2-D shapes and 3-D solids using formal geometric language (edge, face, vertex, side).
Unit 4: Understanding Place Value	1/9 – 2/16	1.2B, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.3A, 1.5A	Students will: • Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way. • Represent numbers using objects, models, and expanded and standard form. • Compare two numbers up to 100 using the symbols >, <, or =
Unit 5: Number Patterns & Money	2/21 – 3/22	1.3A, 1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C	Students will: • Identify U.S. coins (penny, nickel, dime, quarter) by value and describe the relationships. • Use relationships to count by twos, five, and tens to determine the value of a collection of pennies, nickels, and/or dimes. • Use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99.

Unit	Dates	TEKS	Unit Goals
Unit 6: Measurement	3/25 – 4/26	1.7A, 1.7B, 1.7C, 1.7D, 1.7E	Students will: • Describe length to the nearest whole unit using a number and unit. • Tell time to the nearest hour or half hour on an analog and digital clock.
Unit 7: Data Analysis	4/29 – 5/24	1.8A, 1.8B, 1.8C	Students will: • Generate and answer questions using information from graphs. • Draw conclusions from graphs. • Collect, sort, and organize data in up to three categories. • Use tally marks to represent data.