1st Grade Priority Instructional Content

Addressing Unfinished Learning after COVID School Closures
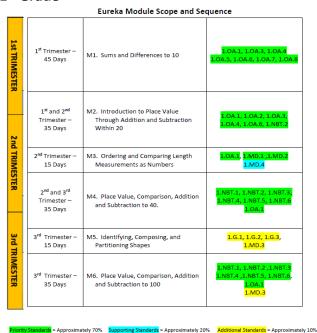
Scope and Sequence

Kindergarten

U-46 Curriculum Scope and Sequence
Kindergarten

Unit	Reporting Standards	Core Standards	Pacing
2. Two-Dimensional and Three-Dimensional Shapes	COG1: Classification	K.MD.3	1st 20 Days
	COG6: Shapes	K.G.1 K.G.2, K.G.3, K.G.4	
1. Numbers to 10	COG1: Classification	K.MD.3,	1st Trimester
	COG2: Number Sense of Quantity	K.CC.3, K.CC.4, K.CC.5	
	COG3: Number Sense of Operations	K.OA.3	
3. Comparison with Length, Weight, and Numbers to 10 (Topics E, F, G Only)	Not addressed by KIDS	K.CC.6, K.CC.7 (Topics E, F, G Only)	2nd Trimester
4. Number Pairs, Addition and Subtraction to 10	COG3: Number Sense of Operations	K.OA.1, K.OA.2 K.OA.3, K.OA.4 K.OA.5	2nd Trimester
5. Numbers 10-20 and Counting to 100	COG2: Number Sense of Quantity	K.CC.1, K.CC.2 K.CC.3, K.CC.4 K.CC.5, K.NBT.1	3rd Trimester
6. Analyzing, Comparing, and Composing Shapes	COG2: Number Sense of Quantity	K.CC.4	3rd Trimester
	COG6: Shapes	K.G.5, K.G.6, K.G.4	
3. Comparison with Length, Weight, and Numbers to 10 (Topics A, B, C, D, H)	COG4: Measurement	K.MD.1, K.MD.2 (Topics A, B, C, D, H)	3rd Trimester

1st Grade

Eureka Module Scope and Sequence

	Pacing	Module	Standards
1st TRIMESTER	1st Trimester – 45 Days	M1. Sums and Differences to 10	1.OA.1, 1.OA.3, 1.OA.4 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8
2nd TRIMESTER	1st and 2nd Trimester – 35 Days	M2. Introduction to Place Value Through Addition and Subtraction Within 20	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.NBT.2
	2nd Trimester – 15 Days	M3. Ordering and Comparing Length Measurements as Numbers	1.OA.1, 1.MD.1, 1.MD.2 1.MD.4
	2nd and 3rd Trimester – 35 Days	M4. Place Value, Comparison, Addition and Subtraction to 40.	1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 1.OA.1
3rd TRIMESTER	3rd Trimester – 15 Days	M5. Identifying, Composing, and Partitioning Shapes	1.G.1, 1.G.2, 1.G.3, 1.MD.3
	3rd Trimester – 35 Days	M6. Place Value, Comparison, Addition and Subtraction to 100	1.NBT.1, 1.NBT.2 ,1.NBT.3 1.NBT.4 ,1.NBT.5, 1.NBT.6, 1.OA.1 1.MD.3

Priority Standards = Approximately 70%   Supporting Standards = Approximately 20%   Additional Standards = Approximately 10%

Classroom Implications:

1st Grade Modules 1 and 2 include a built-in review of Kindergarten skills. Teach the curriculum as designed.

- Module 1: Sums and Differences to 10 (Kinder Modules 1 and 4)
- Module 2: Introduction to Place Value through Addition & Subtraction within 20 (Kinder Module 5)

Considerations for Addressing PRIORITY Grade-Level Content – Do not reduce time!	
The clusters and standards listed in this table name the priority instructional content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/Standard	**Considerations**
1.OA.A.1	Emphasize problems that involve sums less than or equal to 10 and/or the related differences to keep the focus on making sense of different problem types; do not limit the range of addition and subtraction situations, but assign fewer problems with sums greater than 10 or related differences.
1.OA.B	Understanding and applying properties of operations to addition and subtraction, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.
1.OA.C.6	Adding and subtracting within 20, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.
1.OA.D	Work with addition and subtraction equations, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.
1.NBT.B	Incorporate foundational work on understanding that numbers 11–19 are built from ten ones and some further ones (K.NBT.A) to support grade 1 understanding of place value.
1.NBT.C	Emphasize the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction
1.MD.A	Measuring lengths indirectly by iterating length units, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.

Considerations for Addressing REMAINING Grade-Level Content, if time is a concern	
The clusters and standards listed in this table represent the remainder of the grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/Standard	**Considerations**
1.OA.A.2	Reduce the amount of time spent on lessons and problems that call for addition of three whole numbers. Limit the amount of required student practice.
1.OA.C.5	Integrate counting into the work of the domain (OA), instead of separate lessons, in order to reduce the amount of time spent on this standard.
1.NBT.A	Eliminate lessons that are solely about extending the count sequence in order to reduce the amount of time spent on this cluster. Incorporate extending the count sequence into other lessons in the grade.
1.MD.B	Eliminate lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).
1.MD.C	Eliminate lessons devoted to representing and interpreting data. (Do not eliminate problems about using addition and subtraction to solve problems about the data.)
1.G.A	Combine lessons to address key concepts of defining attributes of shapes and composing shapes in order to reduce the amount of time spent on this cluster.