**RCS 1st Grade Curriculum Map for 2021-2022 School Year**



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| **Timeline** | **Standard** | **Resources** | **Prerequisite Standard** |
| **August/November** | **M.1.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).  | Page 7. 8 & 12 Educator’s GuideGoMath lessons 13A–13B, 13–16, 19A–19B, 19–22, 25A–25B, 25–28, 31A–31B, 31–33, 49A–49B, 49–52, 69A–69B, 69–72, 75A–75B, 75–78, 81A–81B, 81–84, 87A–87B, 87–90, 93A–93B, 93–96, 99A–99B, 99–101, 111A–111B, 111–114, 241A–241B, 241–244, 255A–255B, 255–258, 291A–291B, 291–294i-Ready Unit 1 L3 & L5 |  |
| **August/November** | **M.1.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).  | Page 8. 14 & 18 Educator’s GuideGoMath lesson 3.12i-Ready Unit 3 L15 | GoMath Gd. K 5.7, 6.6, 6.7 |
| **August/November** | **M.1.3** Apply properties of operations as strategies to add and subtract (e.g., If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known: Commutative Property of Addition. To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12: Associative Property of Addition). Instructional Note: Students need not use formal terms for these properties.  | Page 15, 16, 18 & 36, Educator’s GuideGoMath lessons 37A–37B, 37–40, 43A–43B, 43–46, 131A–131B, 131–134, 185A–185B, 185–188, 191A–191B, 191–194i-Ready Unit 1 L8 |  |
| **August/November** | **M.1.4** Understand subtraction as an unknown-addend problem (e.g., subtract 10 – 8 by finding the number that makes 10 when added to 8) | Page 15, 16 & 36 Educator’s GuideGoMath Lessons 217A–217B, 217–220, 223A–223B, 223–225i-Ready Unit 1 L4 |  |
| **August/November** | **M.1.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | Page 17 & 36 Educator’s GuideGoMath lessons 137A–137B, 137–140, 211A–211B, 211–214i-Ready Unit 1 L1 |  |
| **August/November** | **M.1.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 and use strategies such as • counting on; • making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); • decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); • using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8= 4); and • creating equivalent but easier or known sums (e.g., adding 6 +7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | Page 9, 17 & 18 Educator’s GuideGoMath Lessons 55A–55B, 55–58, 117A–117B, 117–120, 143A–143B, 143–146, 149A–149B, 149–152, 155A–155B, 155–158, 161A–161B, 161–163, 167A–167B, 167–170, 173A–173B, 173–176, 179A–179B, 179–182, 229A–229B, 229–232, 235A–235B, 235–238, 261A–261B, 261–264, 267A–267B, 267–270, 273A–273B, 273–275, 297A–297B, 297–300, 309A–309B, 309–312, 437A–437B, 437–440i-Ready Unit 1 L2GoMath lessons 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1 | GoMath Gd. K 5.1, 5.2, 5.3, 5.6, 6.1, 6.2, 6.3, 6.5 |
| **August/November** | **M.1.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2). | Page 20 &36 Educator’s GuideGoMath Lessons 303A–303B, 303–306 See Also: 13A–13B, 13–16, 19A–19B, 19–22, 411A–411B, 411–413i-Ready Unit 1 L10 |  |
| **August/November** | **M.1.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., Determine the unknown number that makes the equation true in each of the equations. 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?) | Page 20 Educator’s GuideGoMath lessons 2.5, 2.7, 5.5, 5.6i-Ready Unit 1 L7 | GoMath Gd. K 5.8, 5.9, 5.10, 5.11, 5.12, 6.7 |
| **November/January** | **M.1.15** Order three objects by length and compare the lengths of two objects indirectly by using a third object | Page 29, 30, 31 & 36 Educator’s GuideGoMath lessons 513A–513B, 513–516, 519A–519B, 519–522i-Ready Unit 7 L32 |  |
| **November/January** | **M.1.16** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Instructional Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | Page 29, 30, 31 & 36 Educator’s GuideGoMath lesson 9.3, 9.4, 9.5i-Ready Unit 7 L33 | GoMath Gd. 11.1, 11.2, 11.3, 11.4, 11.5 |
| **November/January** | **M.1.17** Tell and write time in hours and half-hours using analog and digital clocks | Page 31 & 32 Educator’s GuideGoMath lessons 543A–543B, 543–546, 549A–549B, 549–552, 555A–555B, 555–558, 561A–561B, 561–564i-Ready Unit 7 L34 |  |
| **November/January** | **M.1.18** Organize, represent, interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another | Page 32 & 33 Educator’s GuideGoMath 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7i-Ready Unit 7 L29 & L30 | GoMath Gd. K 12.1, 12.2, 12.3, 12.4, 12.5 |
| **January/April** | **M.1.9** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral | Page 21 & 36 Educator’s GuideGoMath lessons 633A–633B, 633–636, 657A–657B, 657–660, 671A–671B, 671–674, 677A–677B, 677–680i-Ready Unit 4 L18 |  |
| **January/April** | **M.1.10** Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” (e.g., A group of ten pennies is equivalent to a dime.) b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones) | Page 23, 24, 26 & 36 Educator’s GuideGoMath lessons 6.3, 6.4i-Ready Unit 3 L12; Unit 4 L17; Unit 5 L21 | GoMath Gd. K 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 7.9, 7.10 |
| **January/April** | **M.1.11** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | Page 23, 25 & 26 Educator’s GuideGoMath lessons 6.8, 7.1, 7.2, 7.3, 7.4i-Ready Unit 5 L22 | Go Math Gd. K 2.4, 2.5, 3.9, 4.7, 8.5, 8.6 |
| **January/April** | **M.1.12** Add within 100, including • adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, • using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten | Page 27 & 28 Educator’s GuideGoMath lessons 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10i-Ready Unit 5 L23-L25 | GoMath Gd. K 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 |
| **January/April** | **M.1.13** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used. | Page 27 Educator’s GuideGoMath lessons 423A–423B, 423–426i-Ready Unit 4 L19 |  |
| **January/April** | **M.1.14** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. | Page 27 & 36 Educator’s GuideGoMath lessons 8.3, 8.10,i-Ready Unit 4 L20 | GoMart Gd. K 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 |
| **May/June** | **M.1.19** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, and/or overall size); build and draw shapes to possess defining attributes. | Page 33 & 34 Educator’s GuideGoMath lessons 633A–633B, 633–636, 657A–657B, 657–660, 671A–671B, 671–674, 677A–677B, 677–680i-Ready Unit 6 L26 |  |
| **May/June** | **M.1.20** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. Instructional Note: Students do not need to learn formal names such as, “right rectangular prism. | Page 33 & 35 Educator’s guideGoMath 11.2, 11.3, 11.4, 12.3, 12.4, 12.5, 12.6, 12.7i-Ready Unit 6 L27 | GoMath Gd. K 9.2, 9.4, 9.6, 9.8, 9.10, 9.12, 10.1, 10.6 |

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