



COMMON CORE STATE STANDARDS

MATHEMATICS • GRADE 1

OPERATIONS AND ALGEBRAIC THINKING

1.OA

Represent and solve problems involving addition and subtraction. • 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. • 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.

Understand and apply properties of operations and the relationship between addition and subtraction.

- Apply properties of operations as strategies to add and subtract.
- Understand subtraction as an unknown-addend problem.

Add and subtract within 20. • Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). • Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 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 $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations. • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. • Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

NUMBER AND OPERATIONS IN BASE TEN

1.NBT

Extend the counting sequence. • 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.

Understand place value. • Understand that the two digits of a two-digit number represent amounts of tens and ones. • Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract. • 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. • Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. • 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.

MEASUREMENT AND DATA

1.MD

Measure lengths indirectly and by iterating length units. • Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time. • Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data. • Organize, represent, and 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.

GEOMETRY

1.G

Reason with shapes and their attributes. • Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, 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. • Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS • GRADE 1

READING STANDARDS FOR LITERATURE

RL

Key Ideas and Details • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Describe characters, settings, and major events in a story, using key details.

Craft and Structure • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas • Use illustrations and details in a story to describe its characters, setting, or events. • Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity • With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS FOR INFORMATIONAL TEXT

RI

Key Ideas and Details • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas • Use the illustrations and details in a text to describe its key ideas. • Identify the reasons an author gives to support points in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity • With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS: FOUNDATIONAL SKILLS

RF

Print Concepts • Demonstrate understanding of the organization and basic features of print.

Phonological Awareness • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonics and Word Recognition • Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency • Read with sufficient accuracy and fluency to support comprehension.

WRITING STANDARDS

W

Text Types and Purposes • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge • Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STANDARDS

SL

Comprehension and Collaboration • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation.

LANGUAGE STANDARDS

L

Conventions of Standard English • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*).