

Common Core Checklist

Owl Themed

First Grade



ABOUT this Packet

This packet is designed to help you keep track of the Common Core State Standards. You can print it off and write in dates of when you taught the skills.

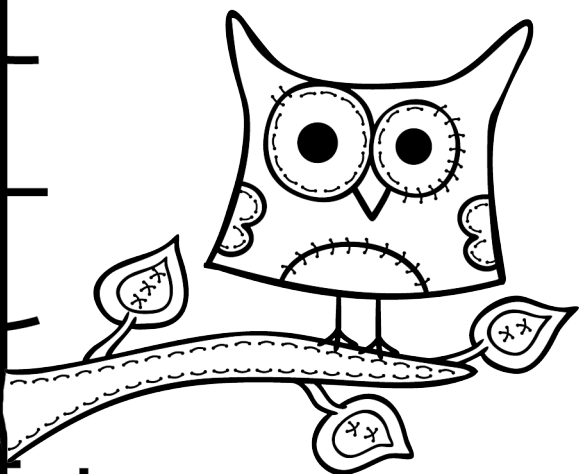
Access the digital file that was included to keep track on your computer to save paper!

I included section dividers as well as a cover for you to keep in a binder.

Starting on page 21 are the standards without the checklist side. It is designed to use as an informational tool to make "hard copies" and send home with parents at the beginning of the year if you wish!

* Please take Note:

You may not store this on an online database, which includes individual school district sites, as well as password protected sites to share with others. It is still accessible for others to get.

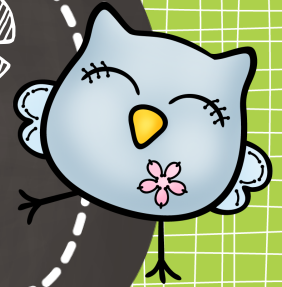
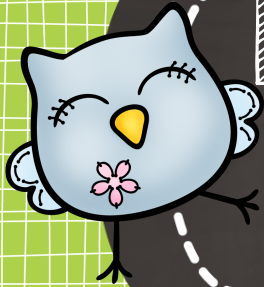


Common Core Standards

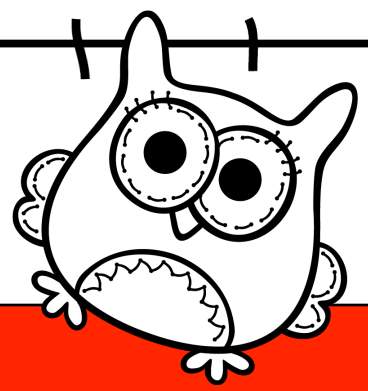


2013-
2014

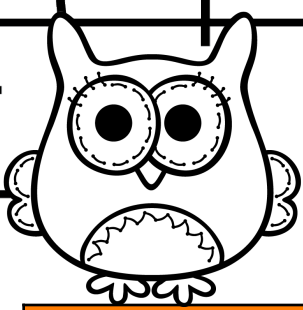
Language
Arts CCSS



LITERATURE {RL}



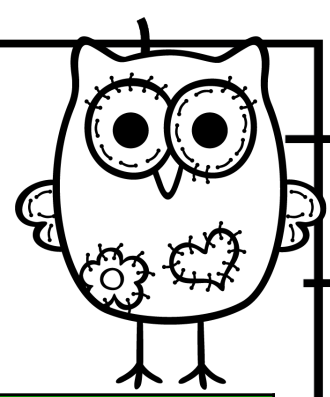
Standard	Date(s) Taught					
RL.1.1 <i>Ask and answer questions about key details in a text</i>						
RL.1.2 <i>Retell stories, including key details, and demonstrating understanding of their central message or lesson</i>						
RL.1.3 <i>Describe characters, settings, and major events in a story, using key details</i>						
RL.1.4 <i>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</i>						
RL.1.5 <i>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</i>						
RL.1.6 <i>Identify who is telling the story at various points in a text</i>						
RL.1.7 <i>Use illustrations and details in a story to describe its characters, setting, or events</i>						
RL.1.9 <i>Compare and contrast the adventures and experiences of characters in stories</i>						
RL.1.10 <i>With prompting and support, read prose and poetry of appropriate complexity for grade</i>						



INFORMATIONAL Text {RI}

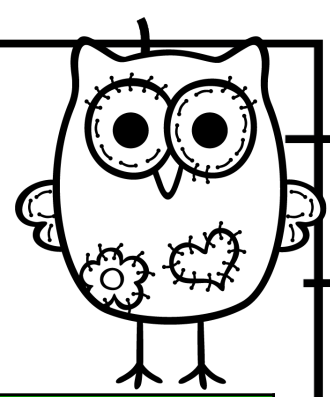
Standard	Date(s) Taught				
RI.1.1 <i>Ask and answer questions about key details in a text</i>					
RI.1.2 <i>Identify the main topic and retell key details of text</i>					
RI.1.3 <i>Describe the connection between two individuals, events, ideas, or pieces of information in a text</i>					
RI.1.4 <i>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</i>					
RI.1.5 <i>Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text</i>					
RI.1.6 <i>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</i>					
RI.1.7 <i>Use the illustrations and details in a text to describe its key ideas</i>					
RI.1.8 <i>Identify the reasons an author gives to support points in a text</i>					
RI.1.9 <i>Identify basic similarities in and differences between two texts on the same topic</i>					
RI.1.10 <i>With prompting and support, read informational texts appropriately complex for first grade</i>					

FOUNDATIONAL SKILLS {RF}



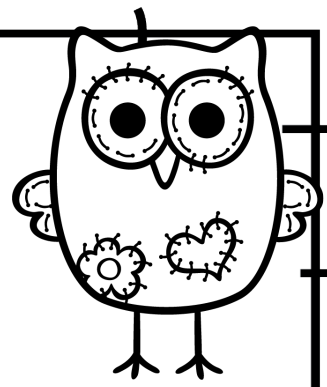
Standard	Date(s) Taught					
<p>RF.1.1 <i>Demonstrate understanding of the organization and basic features of print</i></p>						
<p>RF.1.1a <i>Recognize the distinguished features of a sentence (first word, capitalization, ending punctuation)</i></p>						
<p>RF.1.2 <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i></p>						
<p>RF.1.2a <i>Distinguish long from short vowel sounds in spoken single-syllable words</i></p>						
<p>RF.1.2b <i>orally produce single-syllable words by blending sounds (phonemes), including consonant blends</i></p>						
<p>RF.1.2c <i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</i></p>						
<p>RF.1.2d <i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</i></p>						

FOUNDATIONAL SKILLS {Rf}

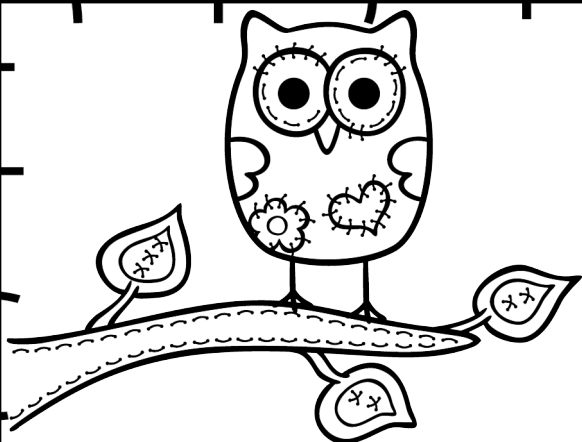


Standard	Date(s) Taught					
RF.1.3 <i>Know and apply grade level phonics and word analysis skills in decoding words</i>						
RF.1.3a <i>Know the spelling-sound correspondences for common consonant digraphs</i>						
RF.1.3b <i>Decode regularly spelled one-syllable words</i>						
RF.1.3c <i>Know final -e and common vowel team conventions for representing long vowel sounds</i>						
RF.1.3d <i>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</i>						
RF.1.3e <i>Decode two-syllable words following basic patterns by breaking the words into syllables</i>						
RF.1.3f <i>Read words with inflectional endings</i>						
RF.1.3g <i>Recognize and read grade-appropriate irregularly spelled words</i>						

FOUNDATIONAL SKILLS {Rf}



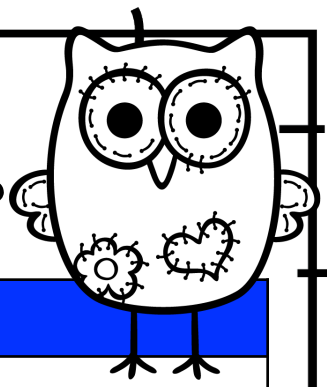
Standard	Date(s) Taught					
RF.1.4 <i>Read with sufficient accuracy and fluency to support comprehension</i>						
RF.1.4a <i>Read on-level text with purpose and understanding</i>						
RF.1.4b <i>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</i>						
RF.1.4c <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</i>						



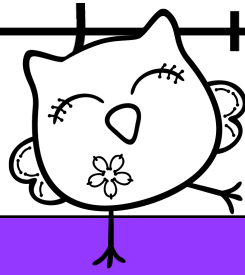
WRITING {W}

Standard	Date(s) Taught				
<p>W.1.1 <i>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</i></p>					
<p>W.1.2 <i>Write Informative/Explanatory texts in which they name a topic, supply some facts about the topic and, provide some sense of closure</i></p>					
<p>W.1.3 <i>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</i></p>					
<p>W.1.5 <i>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</i></p>					
<p>W.1.6 <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers</i></p>					
<p>W.1.7 <i>Participate in shared research and writing projects</i></p>					
<p>W.1.8 <i>With guidance and support from Adults, recall information from experiences or gather information from provided sources to answer a question</i></p>					

Speaking & Listening {SL}

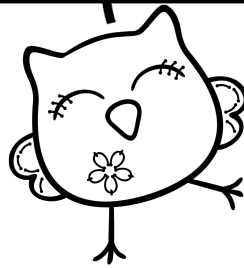


Standard	Date(s) Taught					
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups						
SL.1.1a Follow agreed upon rules for discussions						
SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges						
SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion						
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media						
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood						
SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly						
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings						
SL.1.6 Produce complete sentences when appropriate to task and situation						



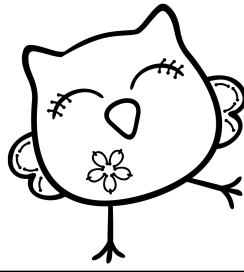
language {L}

Standard	Date(s) Taught				
<p>L.1.1 <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</i></p>					
<p>L.1.1a <i>Print all upper- and lowercase letters</i></p>					
<p>L.1.1b <i>Use common, proper, and possessive nouns</i></p>					
<p>L.1.1c <i>Use singular and plural nouns with matching verbs in basic agreement</i></p>					
<p>L.1.1d <i>Use personal, possessive, and indefinite pronouns (I, me, my; they, them, there, anyone, everything)</i></p>					
<p>L.1.1e <i>Use verbs to convey a sense of past, present, and future</i></p>					
<p>L.1.1f <i>Use frequently occurring adjectives</i></p>					
<p>L.1.1g <i>Use frequently occurring conjunctions</i></p>					
<p>L.1.1h <i>Use determiners (articles: a, an, the; demonstratives: this, that, these, those)</i></p>					
<p>L.1.1i <i>Use frequently occurring prepositions (e.g. during, beyond, toward)</i></p>					
<p>L.1.1j <i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</i></p>					



language {L}

Standard	Date(s) Taught				
<p>L.1.2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></p>					
<p>L.1.2a <i>Capitalize dates and names of people</i></p>					
<p>L.1.2b <i>Use end punctuation for sentences</i></p>					
<p>L.1.2c <i>Use commas in dates and to separate single words in a series</i></p>					
<p>L.1.2d <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</i></p>					
<p>L.1.2e <i>spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</i></p>					
<p>L.1.4 <i>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</i></p>					
<p>L.1.4a <i>Use sentence-level context as a clue to the meaning of a word or phrase</i></p>					
<p>L.1.4b <i>Use frequently occurring affixes as a clue to the meaning of a word</i></p>					
<p>L.1.4c <i>Use frequently occurring root words (e.g. look) and their inflectional forms (e.g., looks, looked, looking)</i></p>					



LANGUAGE {L}

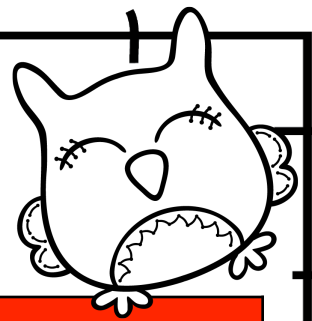
Standard	Date(s) Taught				
L.1.5 <i>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</i>					
L.1.5a <i>Sort words into categories to gain a sense of the concepts the categories represents</i>					
L.1.5b <i>Define words by categories and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)</i>					
L.1.5c <i>Identify real-life connections between words and their uses (e.g. places at home that are cozy)</i>					
L.1.5d <i>Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meaning</i>					
L.1.6 <i>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 nibblet because she nibbles too much because she likes that.)</i>					

Math
CCSS



Operations & Algebraic Thinking

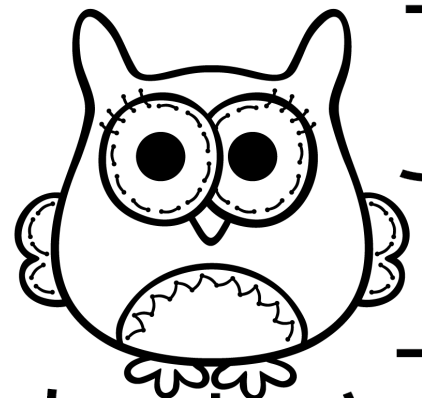
{0A}



Standard	Date(s) Taught				
<p>1.0A.1 Use addition and subtraction within 20 to solve word problems involving situation of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions</p>					
<p>1.0A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</p>					
<p>1.0A.3 Apply properties of operations as strategies to add and subtract. (commutative property and Associative property of addition)</p>					
<p>1.0A.4 Understand subtraction as an unknown-addend problem</p>					
<p>1.0A.5 Relate counting to addition and subtraction (counting on and counting back)</p>					
<p>1.0A.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10, counting on, making 10, decomposing a number leading to a ten, using the relationship between addition and subtraction, creating equivalent but easier or known sums</p>					
<p>1.0A.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false</p>					
<p>1.0A.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers</p>					

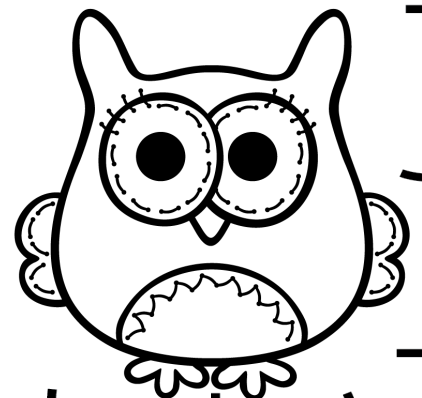
NUMBER & OPERATIONS IN Base Ten {NBT}

Standard	Date(s) Taught				
<p>1.NBT.1 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</p>					
<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones</p>					
<p>1.NBT.2a 10 can be thought of as a bundle of ten ones-called a "ten"</p>					
<p>1.NBT.2b The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones</p>					
<p>1.NBT.2c 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)</p>					
<p>1.NBT.3 Add compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the $<$, $>$, and $=$.</p>					



NUMBER & OPERATIONS IN Base Ten {NBT}

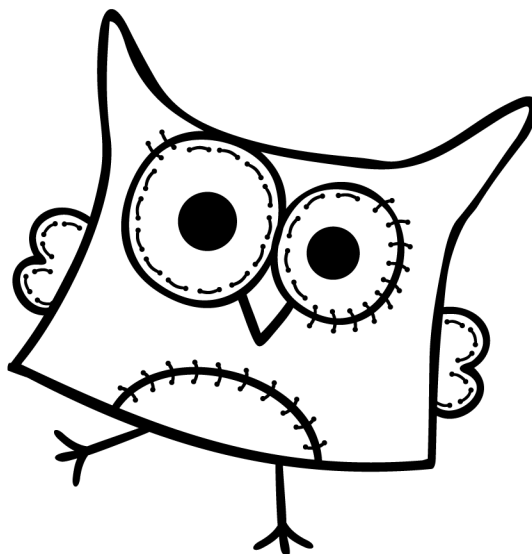
Standard	Date(s) Taught				
<p>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition 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</p>					
<p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used</p>					
<p>1.NBT.6 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.</p>					



Measurement & data

{MD}

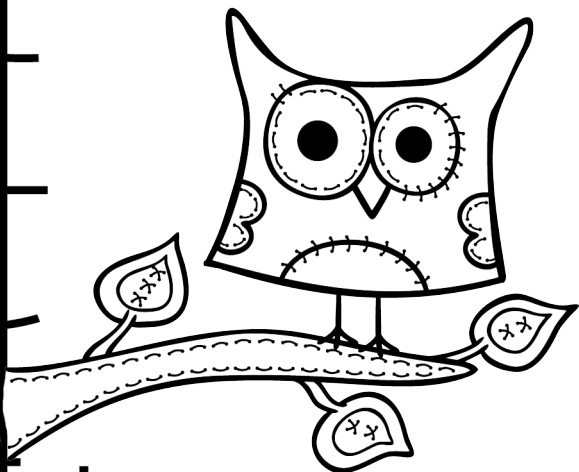
Standard	Date(s) Taught				
<p>1.MD.1 Order three objects by length; compare the lengths of two objects by using a third object</p>					
<p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps</p>					
<p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks</p>					
<p>1.MD.4 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</p>					



GEOMETRY

{G}

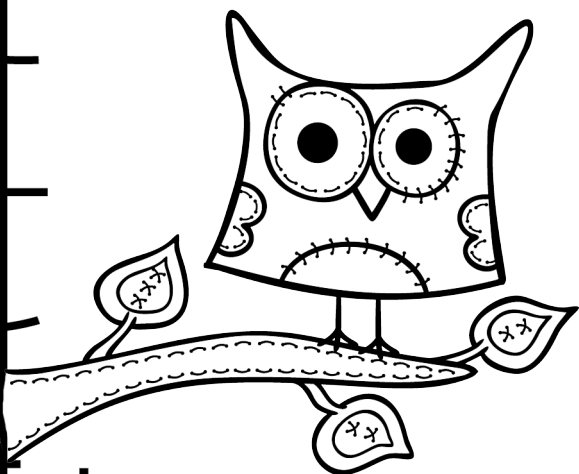
Standard	Date(s) Taught				
<p>1.G.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes</p>					
<p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional 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</p>					
<p>1.G.3 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.</p>					



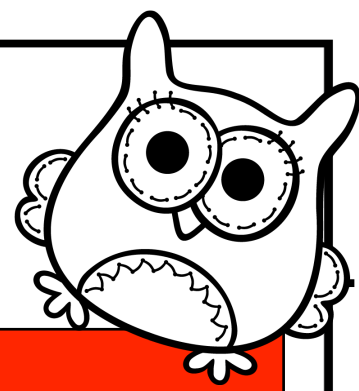
Owl About first Grade!

Use the following pages to send home with parents at the beginning of the year.

Please only make hard copies to send!



LITERATURE {RL}



Standards; What your child will be able to do:

RL.1.1

Ask and answer questions about key details in a text

RL.1.2

Retell stories, including key details, and demonstrating understanding of their central message or lesson

RL.1.3

Describe characters, settings, and major events in a story, using key details

RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types

RL.1.6

Identify who is telling the story at various points in a text

RL.1.7

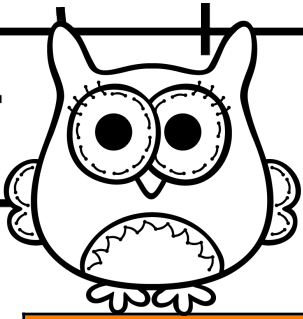
Use illustrations and details in a story to describe its characters, setting, or events

RL.1.9

Compare and contrast the adventures and experiences of characters in stories

RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade



INFORMATIONAL Text {RI}

Standards; What your child will be able to do:

RI.1.1

Ask and answer questions about key details in a text

RI.1.2

Identify the main topic and retell key details of text

RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text

RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

RI.1.5

Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text

RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

RI.1.7

Use the illustrations and details in a text to describe its key ideas

RI.1.8

Identify the reasons an author gives to support points in a text

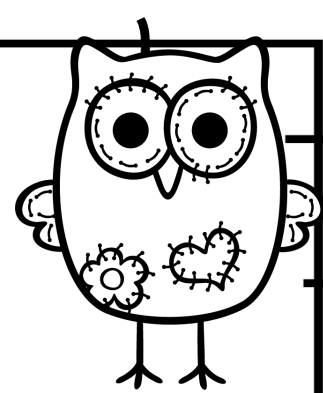
RI.1.9

Identify basic similarities in and differences between two texts on the same topic¹

RI.1.10

With prompting and support, read informational texts appropriately complex for first grade

FOUNDATIONAL SKILLS {Rf}



Standards; What your child will be able to do:

RF.1.1

Demonstrate understanding of the organization and basic features of print

RF.1.1a

Recognize the distinguished features of a sentence (first word, capitalization, ending punctuation)

RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RF.1.2a

Distinguish long from short vowel sounds in spoken single-syllable words

RF.1.2b

orally produce single-syllable words by blending sounds (phonemes), including consonant blends

RF.1.2c

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

RF.1.2d

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

RF.1.3

Know and apply grade level phonics and word analysis skills in decoding words

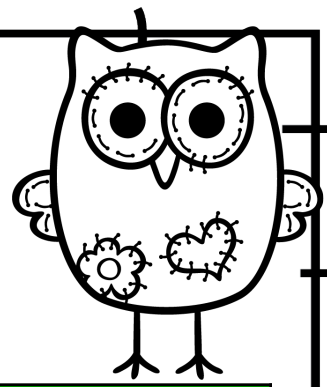
RF.1.3a

Know the spelling-sound correspondences for common consonant digraphs

RF.1.3b

Decode regularly spelled one-syllable words

FOUNDATIONAL SKILLS {Rf}



Standards; What your child will be able to do:

RF.1.3c

Know final -e and common vowel team conventions for representing long vowel sounds

RF.1.3d

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

RF.1.3e

Decode two-syllable words following basic patterns by breaking the words into syllables

RF.1.3f

Read words with inflectional endings

RF.1.3g

Recognize and read grade-appropriate irregularly spelled words

RF.1.4

Read with sufficient accuracy and fluency to support comprehension

RF.1.4a

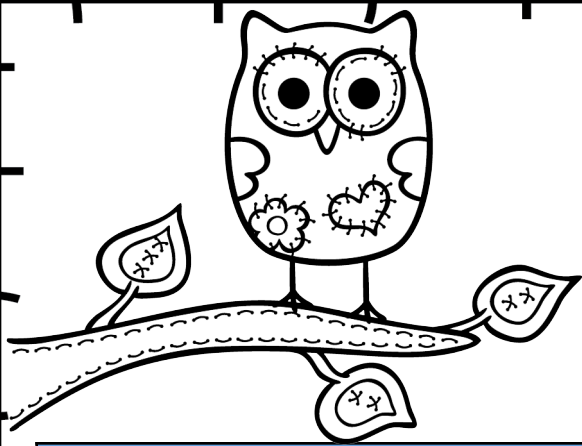
Read on-level text with purpose and understanding

RF.1.4b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

RF.1.4c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary



WRITING {W}

Standards; What your child will be able to do:

W.1.1

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

W.1.2

Write Informative/Explanatory texts in which they name a topic, supply some facts about the topic and, provide some sense of closure

W.1.3

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

W.1.5

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

W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers

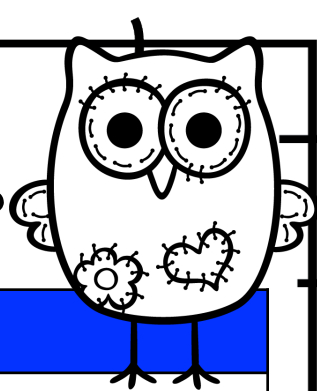
W.1.7

Participate in shared research and writing projects

W.1.8

With guidance and support from Adults, recall information from experiences or gather information from provided sources to answer a question

SPEAKING & LISTENING {SL}



Standards; What your child will be able to do:

SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

SL.1.1a

Follow agreed upon rules for discussions

SL.1.1b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges

SL.1.1c

Ask questions to clear up any confusion about the topics and texts under discussion

SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

SL.1.4

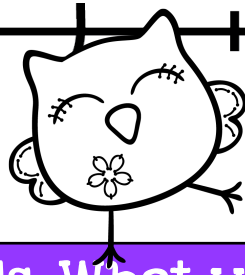
Describe people, places, things and events with relevant details, expressing ideas and feelings clearly

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

SL.1.6

Produce complete sentences when appropriate to task and situation



language {L}

Standards; What your child will be able to do:

L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.1.1a

Print all upper- and lowercase letters

L.1.1b

Use common, proper, and possessive nouns

L.1.1c

Use singular and plural nouns with matching verbs in basic agreement

L.1.1d

Use personal, possessive, and indefinite pronouns (I, me, my; they, them, there, anyone, everything)

L.1.1e

Use verbs to convey a sense of past, present, and future

L.1.1f

Use frequently occurring adjectives

L.1.1g

Use frequently occurring conjunctions

L.1.1h

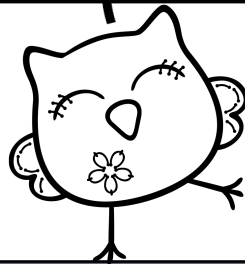
Use determiners (articles: a, an, the; demonstratives: this, that, these, those)

L.1.1i

Use frequently occurring prepositions (e.g. during, beyond, toward)

L.1.1j

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts



language {L}

Standards; What your child will be able to do:

L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.1.2a

Capitalize dates and names of people

L.1.2b

Use end punctuation for sentences

L.1.2c

Use commas in dates and to separate single words in a series

L.1.2d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

L.1.2e

spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

L.1.4

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

L.1.4a

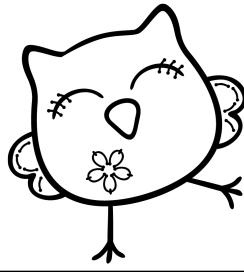
Use sentence-level context as a clue to the meaning of a word or phrase

L.1.4b

Use frequently occurring affixes as a clue to the meaning of a word

L.1.4c

Use frequently occurring root words (e.g. look) and their inflectional forms (e.g., looks, looked, looking)



language {L}

Standards; What your child will be able to do:

L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings

L.1.5a

Sort words into categories to gain a sense of the concepts the categories represents

L.1.5b

Define words by categories and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)

L.1.5c

Identify real-life connections between words and their uses (e.g. places at home that are cozy)

L.1.5d

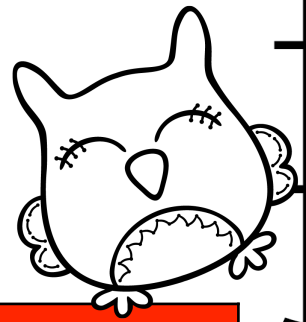
Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meaning

L.1.6

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 nibblet because she nibbles too much because she likes that.)

Operations & ALGEBRAIC THINKING

{0A}



Standards; What your child will be able to do:

1.0A.1

Use addition and subtraction within 20 to solve word problems involving situation of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions

1.0A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20

1.0A.3

Apply properties of operations as strategies to add and subtract. (commutative property and Associative property of addition)

1.0A.4

Understand subtraction as an unknown-addend problem

1.0A.5

Relate counting to addition and subtraction (counting on and counting back)

1.0A.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10, counting on, making 10, decomposing a number leading to a ten, using the relationship between addition and subtraction, creating equivalent but easier or known sums

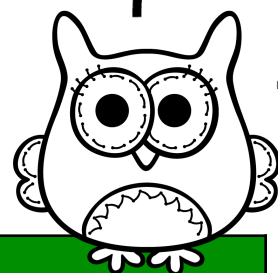
1.0A.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false

1.0A.8

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers

NUMBER & OPERATIONS IN Base ten {NBT}



Standards; What your child will be able to do:

1.NBT.1

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

1.NBT.2

Understand that the two digits of a two-digit number represent amounts of tens and ones

1.NBT.2a

10 can be thought of as a bundle of ten ones-called a "ten"

1.NBT.2b

The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones

1.NBT.2c

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)

1.NBT.3

Add compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the $<$, $>$, and $=$.

1.NBT.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten, 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

1.NBT.5

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used

1.NBT.6

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 & data

{MD}

Standards; What your child will be able to do:

1.MD.1

Order three objects by length; compare the lengths of two objects by using a third object

1.MD.2

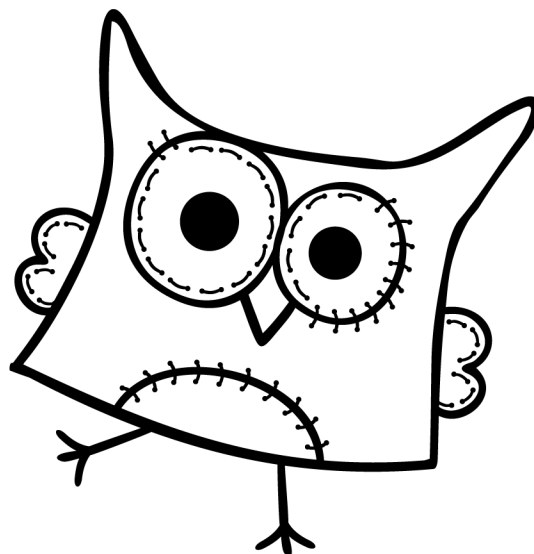
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps

1.MD.3

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

1.MD.4

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

{G}

Standards; What your child will be able to do:

1.G.1

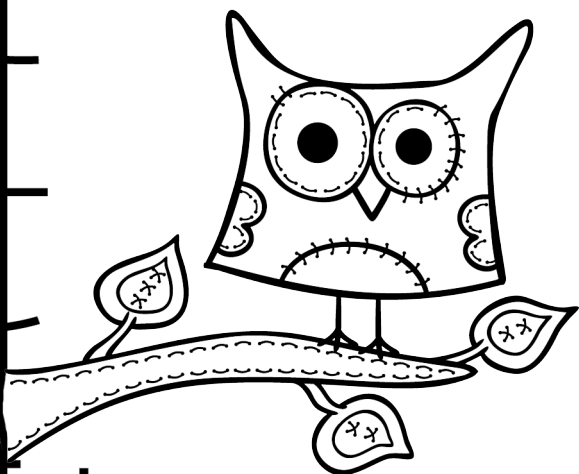
Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes

1.G.2

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

1.G.3

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.



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