

Common Core Standards For 2nd Quarter- First Grade

English Language Arts

RL1.2	Retell stories, including key details, and demonstrates understanding of their central message or lesson.
RL1.3	Describe characters, settings, and major events in a story, using key details.
RL1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.
RL1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL1.9	Compare and contrast the adventures and experiences of characters in stories.
RI1.2	Identify the main topic and retell key details.
RI1.5	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.
RI1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI1.7	Use illustrations and details in a text to describe the key ideas.
RI1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF1.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). -Distinguish long from short vowel sounds in spoken single-syllable words.
RF1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. - Know the spelling-sound correspondences for common consonant digraphs.
RF1.3f	Know and apply grade-level phonics and word analysis skills in decoding words. -Read words with inflectional endings.
RF1.4a	Read with sufficient accuracy and fluency to support comprehension. -Read on-level text with purpose and understanding.
L1.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Print all upper- and lowercase letters.
L1.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).
L1.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L1.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Use frequently occurring prepositions (eg., during, beyond, toward)
L1.1j	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
L1.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize dates and names of people.
L1.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use end punctuation for sentences.
L1.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use commas in dates and to separate single words in a series.
L1.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L1.4c	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. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L1.6	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., because).
SL1.1a	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL1.6	Produce complete sentences when appropriate to task and situation.
W1.1	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.
W1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W1.5	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.
W1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
W1.7	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).
W1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Mathematics	
NBT.2 a,b,c	Understand that 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." 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).
NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
OA.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.
OA.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.
OA.3	Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) Examples: 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.)
OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.
MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
G.1	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.
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.
Science	
E.2	Understand the physical properties of Earth materials that make them useful in different ways.
E.2.1	Summarize the physical properties of Earth materials, including rocks, minerals, soils, and water, that make them useful in different ways.
Social Studies	
G.1.1	Use geographic tools to identify characteristics of various landforms and bodies of water.
G.1.2	Give examples showing location of places (home, classroom, school, and community).
G.1.3	Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).
HI.1	Explain how and why neighborhoods and communities change over time.