

**1<sup>st</sup> Grade**  
**Common Core Standards**  
**1st Quarter**

<b>English Language Arts</b>	
ELA.01.L.1d_Q1	<b>L1.1d</b> - Use personal possessive and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).
ELA.01.L.1f_Q1	<b>L1.1f</b> - Use frequently occurring adjectives.
ELA.01.L.2b_Q1	<b>L1.2b</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.
ELA.01.L.2e_Q1	<b>L1.2e</b> - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
ELA.01.L.4_Q1	<b>L1.4</b> – 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. Use sentence –level context as a clue to the meaning of a word or phrase.
ELA.01.L.5a_Q1	<b>L1.5a</b> – With guidance and support from adults, explore word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELA.01.L.5b_Q1	<b>L1.5b</b> – Define words by category and one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
ELA.01.RF.1a_Q1	<b>RFS1.1a</b> – Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA.01.RF.2b_Q1	<b>RFS1.2b</b> – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
ELA.01.RF.2c_Q1	<b>RFS1.2c</b> - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
ELA.01.RF.2d_Q1	<b>RFS1.2d</b> – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
ELA.01.RF.3a_Q1	<b>RFS1.3a</b> – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
ELA.01.RF.3b_Q1	<b>RFS1.3b</b> – Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
ELA.01.RI.1_Q1	<b>RI1.1</b> - Ask and answer questions about key details in a text.
ELA.01.RL1.1_Q1	<b>RL1.1</b> – Ask and answer questions about key details in a text.
ELA.01.RL1.2Q1	<b>RL1.2</b> - Retell stories, including key details, and demonstrates understanding of their central message or lesson.

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ELA.01.RI.2_Q1	<b>RI.2</b> - Identify the main topic and retell key details of a text.
ELA.01.RI.4_Q1	<b>RI.4</b> - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
ELA.01.RI.72_Q1	<b>RI.7</b> - Use the illustrations and details in a text to describe the key ideas.
ELA.01.RL.7_Q1	<b>RI.7</b> – Use illustrations and details in a story to describe its characters.
ELA.01.SL.1a_Q1	<b>SL.1a</b> – Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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).
ELA.01.SL1.b_Q1	<b>SL.1b</b> – Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
ELA.01.SL.1c_Q1	<b>SL.1c</b> – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion.
ELA.01.SL.6_Q1	<b>SL.6</b> – Produce complete sentences when appropriate to task and situation.
ELA.01.W.3_Q1	<b>W.3</b> - 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.
ELA.01.W.5_Q1	<b>W.5</b> - 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.

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<b>Mathematics</b>	
MA.1.NBT.1_Q1	<b>1.NBT.1</b> 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.
MA.1.NBT.2_Q1	<b>1.NBT.2</b> Understand that the two digits of a two-digit number represents amounts of tens and ones. Understand the following as special cases: a. 10 can be thought 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.)
MA.1.OA.1_Q1	<b>1.OA.1</b> 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.
MA.1.OA.4_Q1	<b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i>
MA.1.OA.5_Q1	<b>1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MA.1.OA.6_Q1	<b>1.OA.6</b> 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 $6 + 6 + 1 = 12 + 1 = 13$ ).
MA.1.OA.8_Q1	<b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \_ - 3$ , $6 + 6 = \_$ .
<b>Science</b>	
SC.1.E.2_Q1	<b>1.E.2</b> Understand the physical properties of Earth materials that make them useful in different ways.
<b>Social Studies</b>	
SS.1C&G1.1_Q1	<b>1C&amp;G.1.1</b> Explain why rules are needed in the home, school, and community.
SS.1C&G1.2_Q1	<b>1C&amp;G1.2</b> Classify the roles of authority figures in the home, school, and community (teachers, principals, parents, mayor, park rangers,game wardens etc.
SS.1C&G1.3_Q1	<b>1.C&amp;G1.3</b> Summarize various ways in which conflict could be solved in homes, schools, classrooms, and communities