

# Parents' Guide to Common Core *and*

# First Grade

## California State Standards

*This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.*

*This information provides an overview of what your child will learn by the end of first grade in English Language and Mathematics (Common Core State Standards).*

*Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.*

*If your child is meeting the first grade expectations outlined in these standards, he or she will be well prepared for 2nd grade.*



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Excellence in Elementary Education

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## Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

### English Language Arts & Literacy

- Encourage your child to read to you books such as *Little Bear* by Else Holmelund Minarik. Help him or her sound out difficult words. To find more books for your child to read, visit [www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- Pick a “word of the day” each day starting with a different letter
- Have your child write the word and look for other things beginning with the same letter

### Mathematics

Look for “word problems” in real life. Some 1st grade examples might include:

- If you open a new carton of a dozen eggs, and you use four eggs to cook dinner, close the carton and ask your child how many eggs are left
- Play the “I’m thinking of a number” game. For example, “I’m thinking of a number that makes 11 when added to 8. What is my number?”

[www.pta.org](http://www.pta.org)



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## ELA: Reading Standards for Literature (RL)

### Key Ideas and Details:

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

### Craft and Structure:

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)
5. Explain major differences between books that tell stories and books that give information, drawing on wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas:

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity:

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
  - a. Activate prior knowledge related to the information and events in a text.
  - b. Confirm predictions about what will happen next in a text.

## Reading Standards for Informational Text (RI)

### Key Ideas and Details:

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

### Craft and Structure:

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

(See grade 1 Language standards 4-6 additional expectations.)

5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas:

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. 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:

10. With prompting and support, read informational texts appropriately complex for grade 1.
  - a. Activate prior knowledge related to the information and events in a text.
  - b. Confirm predictions about what will happen next in a text.

## Reading Standards for Foundational Skills (RF)

### Print Concepts:

1. Demonstrate understanding of the organization and basic features of print.
  - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, media vowel, and final sounds (phonemes) in spoken single-syllable words.
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### Phonics and Word Recognition:

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

### Fluency:

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing Standards (W)

### Text Types and Purposes:

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.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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.

### Production and Distribution of Writing:

4. (Begins in grade 2)
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.

6. 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:

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).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)
10. (Begins in grade 2)

## Speaking and Listening Standards (SL)

### Comprehension and Collaboration:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. 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).
  - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - a. Give, restate, and follow simple two-step directions.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation and Knowledge and Ideas:

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  - a. Memorize and recite poems, rhymes, and songs with expression.
5. Add drawings or other visual displays to descrip-

tions when appropriate to clarify ideas, thoughts, and feelings.

6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

### Language Standards (L)

#### Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters.
  - b. Use common, proper and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
  - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walk home; Today I walk home; Tomorrow I will walk home*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete single and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### Knowledge of Language:

3. (Begins in grade 2)

#### Vocabulary Acquisition and Use:

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.
  - a. Use sentence-level context as a clue to the meaning of a word or a phrase.
  - b. Use frequently occurring affixed as a clue to the meaning of a word.
  - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort word into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - d. 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 meanings.
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*).

### Math: Operations and Algebraic Thinking (1.OA)

#### Represent and Solve Problems Involving Addition and Subtraction:

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

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.

#### Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction:

3. Apply properties of operations as strategies to add and subtract. 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.)
4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

#### Add and Subtract Within 20:

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. 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:

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
8. 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  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \square$ .

### Number and Operations in Base Ten (1.NBT)

#### Extend the Counting Sequence:

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.

#### Understand Place Value:

2. 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).
3. 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:

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 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.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
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 and Data (1.MD)

### Measure Lengths Indirectly and by Iterating Length Units:

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of 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:

3. Tell and Write time in hours and half- hours using analog and digital clocks.

### Represent and Interpret Data:

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 (1.G)

### Reason with Shapes and their Attributes:

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.
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.
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.

## History/Social Sciences (California Standard)

### Identifies rights and responsibilities of being a good citizen:

- Recognizes maps and globes as representations of the earth
- Describes how location, weather, and physical environments affect the way people live
- Knows and understands the symbols and traditions of the U.S.
- Compares and contrasts life, past and present, around the world and recognize that things change over time
- Understands basic economic concepts of the goods and services that people need
- Learns to appreciate cultural diversity

## Physical Fitness

### Calif. Standard– 1

*Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.*

### Movement Concepts:

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).

1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

### Body Management:

1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

### Locomotor Movement:

1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.

1.8 Land on both feet after taking off on one foot and on both feet.

1.9 Jump a swinging rope held by others.

### Manipulative Skills:

1.10 Demonstrate the underhand movement (throw) pattern.

1.11 Demonstrate the overhand movement (throw) pattern.

1.12 Demonstrate the two-handed overhead (throw) pattern.

1.13 Catch, showing proper form, a gently thrown ball.

1.14 Catch a self-tossed ball.

1.15 Catch a self-bounced ball.

1.16 Kick a rolled ball from a stationary position.

1.17 Kick a stationary ball, using a smooth, continuous running approach.

1.18 Strike a balloon upward continuously, using arms, hands, and feet.

1.19 Strike a balloon upward continuously, using a large, short-handled paddle.

1.20 Dribble a ball in a forward direction, using the inside of the foot.

1.21 Dribble a ball continuously with one hand.

### Rhythmic Skills:

1.22 Create or imitate movement in response to rhythms and music.

## Physical Fitness

### Calif. Standard– 2

*Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.*

### Movement Concepts:

2.1 Identify the right and left sides of the body and movement from right to left and left to right.

2.2 Identify people/objects that are within personal space and within boundaries.

### Body Management:

2.3 Identify the base of support of balanced objects.

### Locomotor Movement:

2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

### Manipulative Skills:

2.5 Identify examples of underhand and overhand movement patterns.

2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.

2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.

2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.

2.9 Describe the proper hand and finger position for catching a ball.

2.10 Demonstrate and explain how to reduce the impact force while catching an object.

2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.

2.12 Identify the location of the contact point to strike an object upward.

2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

*Students assess and maintain a level of physical fitness to improve health and performance.*

**Fitness Concepts:**

3.1 Participate in physical activities that are enjoyable and challenging.

**Aerobic Capacity:**

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

**Muscular Strength/Endurance:**

3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.

3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.

3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

**Flexibility:**

3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

**Body Composition:**

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

**Assessment:**

3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

*Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.*

**Fitness Concepts:**

4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

4.2 Explain the importance of drinking water during and after physical activity.

4.3 Explain that nutritious food provides energy for alertness and mental concentration.

**Aerobic Capacity:**

4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.

4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.

4.6 Identify physical activities that cause the heart to beat faster.

4.7 Describe the role of blood in transporting oxygen from the lungs.

**Muscular Strength/Endurance:**

4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time

**Flexibility:**

4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.

4.11 Diagram how flexible muscles allow more range of motion in physical activity.

**Body Composition:**

4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

*Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.*

**Self-Responsibility:**

5.1 Participate willingly in new physical activities.

5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

**Social Interaction:**

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.

5.4 Invite others to use equipment or apparatus before repeating a turn.

**Group Dynamics:**

5.5 Identify and demonstrate the attributes of an effective partner in physical activity.

5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

**Technology Fluency- SUSD Standards**

I= Introduce; D=Develop; M=Master; A=Apply

**Using a Computer:**

- Identify and explain the parts of various technological devices appropriate to grade-level (M)
- Start and shut down various technological devices (M)
- Use a keyboard and pointing device; such as a mouse / touchpad (A)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (I)
- Open and close an application or program (D)

- Explain the functions of basic file menu commands (i.e. *New, Open, Close, Save./Save as, Print*) (I)

*Type words per minute (WPM) with proficiency and accuracy: Keyboard Familiarity*

*Using Software and Application: Word Processing and Desktop Publishing-*

- Write, edit, print, and save simple documents (I)

**Multimedia and Presentation:**

- Use painting and drawing programs to create and edit work. (D)
- Create, edit, and format text on a slide. (I)

**Using the Internet:**

- Explain and use terms related to a network (i.e., username, password, network, file server). (D)
- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links). (D)

**Ethics and Safety:**

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyberbullying, plagiarism, spam, viruses, hacking, and file sharing. (I)
- Explain the potential risks and dangers associated with various forms of online communications. (I)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (I)
- Identify and describe ways in which technology is used at home, as school, and in society. (I)