

**1st Grade Language Arts - Reading, Language, Writing, Speaking & Listening
Common Core Standards Checklist
2012-2013**

Dates	Standard	Content	Check Off	
Reading:				
August & September	1.RF.1a	Recognize distinguishing features of a sentence, e.g., first word, capitalization, ending punctuation		
	1.RF.2a	Distinguish long from short vowel sounds in spoken, single syllable words		
	1.RF.2b	Orally produce single syllable words by blending sounds (phonemes) including consonant blends		
	1.RF.2c	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words		
	1.RF.2d	Segment spoken single syllable words into their complete sequence of individual sounds (phonemes)		
	1.RF.3a	Know the spelling-sound correspondence for common consonant digraphs		
	1.RF.3b	Decode regularly spelled one-syllable words		
	1.RF.3c	Know final-e and common vowel team conventions for long vowel sounds		
	1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word		
	1.RF.3e	Decode 2 syllable words following basic patterns by breaking the words into syllables		
	1.RL.1 1.RI.1	Ask and answer questions about key details in a text		
	1.RL.2	Retell stories including key details and demonstrate understanding of their central message or lesson		
	1.RL.3	Describe characters, setting, and major events in a story, using key details		
	1.RL.7	Use illustrations and details in a story to describe its characters, setting or events		
	Language:			
	1.L.1a	Print all upper and lower case letters		
	1.L.1b	Use common and proper possessive nouns		
	1.L.1c	Use singular and plural nouns with matching verbs in basic sentences		
	1.L.2a	Capitalize dates and the names of people		
	1.L.2b	Use ending punctuation for sentences		
	1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (Ongoing)		
	1.L.2e	Spell untaught words phonetically drawing on phonemic awareness and spelling conventions (Ongoing)		
	1.L.5c	Identify real life connections between words and their use (e.g., note places at home that are "cozy"). (Ongoing)		
	1.L.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.)		
	Speaking and Listening:			
	1.SL.1-6	Participate in conversations with peers and adults about 1 st grade topics and texts in small and large groups; Agreed upon rules for discussion (Listening to others; Take turns speaking; Multiple exchanges; Ask questions to clear confusion); Ask and answer questions about key details; Ask and answer questions to get information or clarify; Describe people, places, things, and events, providing relevant details, expressing ideas and feelings clearly; Add drawings or other visual displays to descriptions to clarify ideas, thoughts and feelings; Produce complete sentences when appropriate to task and situation.		
	Writing:			
	1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, exclamatory sentences in response to prompts		

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Dates	Standard	Content	CheckO ff	
October, November, & December	1.RF.3g	Recognize and read grade appropriate irregularly spelled words		
	1.RF.4a	Read on level text with purpose and understanding		
	1.RF.4b	Read on level text orally with accuracy, appropriate rate, and expression on successive readings		
	1.RF.4c	Use context to confirm or self-correct word rec. and understanding, rereading as necessary		
	1.RL.1 1.RI.1	Ask and answer questions about key details in a text		
	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to senses.		
	1.RL.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.		
	1.RL.6	Identify who is telling the story at various points in a text.		
	1.RL.9	Compare and contrast the adventures and experiences of characters in stories.		
	1.RL.10 1.RI.10	With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1.		
	Language:			
	1.L.1e	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.)		
	1.L.1f	Use frequently occurring adjectives		
	1.L.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because)		
	1.L.1h	Use determiners (e.g., articles, demonstratives)		
	1.L.2c	Use commas, dates and to separate single words in a series		
	1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (Ongoing)		
	1.L.2e	Spell untaught words phonetically drawing on phonemic awareness and spelling conventions (Ongoing)		
	1.L.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent		
	1.L.5b	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.)		
	1.L.5c	Identify real life connections between words and their use (e.g., note places at home that are "cozy"). (Ongoing)		
	1.L. 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 meanings		
	Speaking and Listening:			
	1.SL.1-6	Participate in conversations with peers and adults about 1 st grade topics and texts in small and large groups; Agreed upon rules for discussion (Listening to others; Take turns speaking; Multiple exchanges; Ask questions to clear confusion); Ask and answer questions about key details in a text read aloud or info presented orally; Ask and answer questions about what a speaker says to get info or clarify; Describe people, places, things, and events, providing relevant details, expressing ideas and feelings clearly; Add drawings or other visual displays to clarify ideas, thoughts and feelings; Produce complete sentences in speaking as appropriate.		
	Writing:			
	1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, exclamatory sentences in response to prompts		
	1.W.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 opinion, and provide some sense of closure.		
	1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal word order, and provide some sense of closure.		
	1.W.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.		

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January, February, and March	1.RF.3f	Read words with inflectional endings		
	1.RF.3g	Recognize and read grade appropriate irregularly spelled words		
	1.RF.4a	Read on level text with purpose and understanding		
	1.RF.4b	Read on level text orally with accuracy, appropriate rate, and expression		
	1.RF.4c	Use context to confirm or self-correct word rec. and understanding, rereading as necessary		
	1.RL.1 1.RI.1	Ask and answer questions about key details in a text		
	1.RI.2	Identify the main topic and retell key details of a text.		
	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of info. in a text		
	1.RI.4	Ask and answer ?'s to help determine or clarify meaning of words and phrases in a text.		
	1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts for information in a text		
	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
	1.RI.7	Use the illustrations and details in a text to describe its key ideas.		
	1.RL.10 1.RI.10	With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1.		
	Language:			
		1.L.1d	Use personal, possessive, and indefinite pronouns (e.g, I, me, my; they, them, their, anyone, everything).	
		1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (Ongoing)	
		1.L.2e	Spell untaught words phonetically drawing on phonemic awareness and spelling conventions (Ongoing)	
		1.L.4a	Use sentence level context as a clue to the meaning of unknown and multiple meaning words and phrases	
		1.L.4b	Use frequently occurring affixes as a clue to the meaning of an unknown or multiple meaning word.	
		1.L.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)	
		1.L.5c	Identify real life connections between words and their use (e.g., note places at home that are "cozy"). (Ongoing)	
	Speaking and Listening:			
		1.SL.1-6	Participate in conversations with peers and adults about 1 st grade topics and texts in small and large groups; Agreed upon rules for discussion (Listening to others; Take turns speaking; Multiple exchanges; Ask questions to clear confusion); Ask and answer questions about key details; Ask and answer questions to get information or clarify; Describe people, places, things, and events, providing relevant details, expressing ideas and feelings clearly; Add drawings or other visual displays to descriptions to clarify ideas, thoughts and feelings; Produce complete sentences when appropriate to task and situation.	
	Writing:			
		1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, exclamatory sentences in response to prompts	
		1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
		1.W.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.	
		1.W.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).	
		1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	

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April & May	1.RF.3f	Read words with inflectional endings		
	1.RF.3g	Recognize and read grade appropriate irregularly spelled words		
	1.RF.4a	Read on level text with purpose and understanding		
	1.RF.4b	Read on level text orally with accuracy, appropriate rate, and expression on successive readings		
	1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary		
	1.RL.1 1.RI.1	Ask and answer questions about key details in a text		
	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text		
	1.RI.8	Identify the reasons an author gives to support points in a text.		
	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)		
	1.RL.10 1.RI.10	With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1.		
	Language:			
	1.L.1i	Use frequently occurring prepositions (e.g., during, beyond, toward)		
	1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words		
	1.L.2e	Spell untaught words phonetically drawing on phonemic awareness and spelling conventions (Ongoing)		
	1.L.5c	Identify real life connections between words and their use (e.g., note places at home that are "cozy"). (Ongoing)		
	Speaking and Listening:			
	1.SL.1-6	Participate in conversations with peers and adults about 1 st grade topics and texts in small and large groups; Agreed upon rules for discussion (Listening to others; Take turns speaking; Multiple exchanges; Ask questions to clear confusion); Ask and answer questions about key details; Ask and answer questions to get information or clarify; Describe people, places, things, and events, providing relevant details, expressing ideas and feelings clearly; Add drawings or other visual displays to descriptions to clarify ideas, thoughts and feelings; Produce complete sentences when appropriate to task and situation.		
	Writing:			
	1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, exclamatory sentences in response to prompts		
	1.W.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.		
	1.W.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.		
	1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		



**1st Grade Math
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Dates	Standard	Content	Check Off
August	1.NBT.1	Count to 120, starting at any number less than 120 (1 to 10)	
		Read numbers to 120 (1 to 10)	
		Write numbers to 120 (1 to 10)	
		Represent a number of objects with a written number to 120 (1 to 10)	
	1.NBT.3	Compare 2 one-digit numbers using the symbols $>$, $<$, $=$	
	1.OA.6	Fluently add within 10 compose and decompose a number leading up to 10	
	<i>Ongoing</i>		<i>Count coins using penny, nickel, dime, quarter</i>
<i>Tell time to hour, half hour, and quarter hour</i>			

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Dates	Standard	Content	Check Off
September	1.OA.1	Number Stories: Use addition and subtraction within 10 to solve word problems with unknowns in all positions (e.g. by using objects, drawings, and equations with a symbol for the unknown # to represent the problem)	
	1.OA.2	Number Stories: Solve word problems with addition of three whole numbers who sum is less than or equal to 10, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
	1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: $8 + 3 = 11$ 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.)	
	1.OA.4	Understand subtraction as reverse addition (e.g., You can find $10-8$ by finding the number that makes 10 when added to 8.)	
	1.OA.5	Relate counting to addition and subtraction (e.g. by counting on 2 to add 2)	
	1.OA.6	Fluently add and subtract within 10 compose and decompose a number leading up to 10	
		Using relationship between addition and subtraction (fact families)	
	1.OA.7	Determine if equations involving addition and subtraction are true or false	
	1.OA.8	Open Sentences: Determine the unknown whole number in an addition or subtraction equation relating to 3 whole numbers. ($8+ =11$; $5= -3$; $6+6=?$)	
Ongoing	<i>Count coins using penny, nickel, dime, quarter</i>		
	<i>Tell time to hour, half hour, and quarter hour</i>		

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Dates	Standard	Content	Check Off
October	1.G.1	Distinguish between defining attributes (e.g. triangles are closed and 3-sided) vs. non-defining attributes (e.g. color, orientation, overall size)	
		Build and draw shapes that show defining attributes	
	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids , triangles, half-circles, and quarter-circles) to create a composite shape and compose new shapes from the composite shape	
		Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular cylinders) to create a composite shape & compose new shapes from the composite shape	
	1.G.3	Divide circles and rectangles into two and four equal parts. Describe the parts using the words <i>halves, fourths, and quarter</i> and the phrases <i>half of, fourth of, and quarter of.</i>	
		Describe the whole as <i>two of, or four of</i> the parts	
		Understand that decomposing into more equal parts creates smaller parts.	
	<i>Ongoing</i>	<i>Count coins using penny, nickel, dime, quarter</i>	
		<i>Tell time to hour, half hour, and quarter hour</i>	
			<i>Ordinal numbers and position</i>

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Dates	Standard	Content	Check Off	
November & December	1.NBT.1	Count to 120, starting at any number less than 120 (1 to 20)		
		Read numbers to 120 (1 to 20)		
		Write numbers to 120 (1 to 20)		
		Represent a number of objects with a written number to 120 (1 to 20)		
	1.NBT.2	Understand that the 2 digits of a 2-digit # represent amounts of tens and ones.		
	1.NBT.2 a	10 can be thought of as a bundle of ten ones – called a “ten”		
	1.NBT.2 b	The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		
	1.NBT.3	Compare 2 digit-digit numbers using the symbols $>$, $<$, $=$		
	1.OA.1	Number Stories: Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g. by using objects, drawings, and equations with a symbol for the unknown # to represent the problem)		
	1.OA.2	Number Stories: Solve word problems with addition of three whole numbers who 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.		
	1.OA.3	Apply properties of operations as strategies to add and subtract (students do not have to use the formal terms for properties)Commutative: $3+8=11$ and $8+3=11$ Associative: $2+6+4= 2+10=12$		
	1.OA.4	Understand subtraction as reverse addition (e.g., You can find $10-8$ by finding the number that makes 10 when added to 8.)		
	1.OA.5	Relate counting to addition and subtraction (e.g. by counting on 2 to add 2)		
	1.OA.6	Fluently add and subtract within 10		
	1.MD.1	Order three objects by length		
	1.MD.2	Measure the length of an object in whole number length units by laying multiple copies of a shorter object end to end with no gaps or overlaps.		
	Ongoing		Count coins using penny, nickel, dime, quarter	
			Tell time to hour, half hour, and quarter hour	

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Dates	Standard	Content	Check Off
January	1.OA.6	Fluently add and subtract within 10	
	1.G.1	Distinguish between defining attributes (e.g. triangles are closed and 3-sided) vs. non-defining attributes (e.g. color, orientation, overall size)	
		Build and draw shapes that show defining attributes	
	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape and compose new shapes from the composite shape	
		Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular cylinders) to create a composite shape and compose new shapes from the composite shape	
	1.G.3	Divide circles and rectangles into two and four equal parts. Describe the parts using the words <i>halves</i> , <i>fourths</i> , and <i>quarter</i> and the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> .	
		Describe the whole as <i>two of</i> , or <i>four of</i> the parts	
		Understand that decomposing into more equal parts creates smaller parts.	
	Ongoing	Count coins using penny, nickel, dime, quarter	
		Tell time to hour, half hour, and quarter hour	

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February	1.OA.6	Fluently add and subtract within 10	
	1.MD.4	Organize data with up to three categories.	
		Represent data with up to three categories.	
		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.	
	1.NBT.1	Count to 120, starting at any number less than 120 (1 to 40)	
		Read numbers to 120 (1 to 40)	
		Write numbers to 120 (1 to 40)	
		Represent a number of objects with a written number to 120 (1 to 40)	
	1.NBT.2	Understand that the 2 digits of a 2-digit # represent amounts of tens and ones.	
	1.NBT.2 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).	
	1.NBT.3	Compare 2 digit-digit numbers using the symbols >, <, =	
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. (1 to 40)		
Ongoing	<i>Count coins using penny, nickel, dime, quarter</i>		
	<i>Tell time to hour, half hour, and quarter hour</i>		

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Dates	Standard	Content	Check Off
March	1.NBT.4	Add within 100, including adding a 2-digit number and a 1 digit number using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between add. and sub. (Add to 40)	
		Add within 100, including adding a 2-digit number and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between add. and sub. (Add to 40)	
		Add within 100, understanding that in adding 2-digit #'s, tens and tens are added, ones and ones are added, and sometimes regrouping is necessary. (Add to 40)	
		Relate the strategy used to add or subtract to the written equation, explaining the reasoning used.	
	1.OA.1	Number Stories: Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g. by using objects, drawings, and equations with a symbol for the unknown # to represent the problem)	
	1.NBT.5	Given a 2-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. (1 to 40)	
	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	
<i>Ongoing</i>	<i>Count coins using penny, nickel, dime, quarter</i>		
	<i>Tell time to hour, half hour, and quarter hour</i>		

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April-May	1.NBT.1	Count to 120, starting at any number less than 120 (1 to 120)		
		Read numbers to 120 (1 to 120)		
		Write numbers to 120 (1 to 120)		
		Represent a number of objects with a written number to 120 (1 to 120)		
	1.NBT.2	Understand that the 2 digits of a 2-digit # represent amounts of tens and ones.		
	1.NBT.2 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).		
	1.NBT.3	Compare 2 digit-digit numbers using the symbols >, <, =		
	1.NBT.4		Add within 100, including adding a 2-digit number and a 1 digit number using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between add. and sub. (Add to 100)	
			Add within 100, including adding a 2-digit number and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between add. and sub. (Add to 100)	
			Add within 100, understanding that in adding 2-digit #'s, tens and tens are added, ones and ones are added, and sometimes regrouping is necessary. (Add to 100)	
			Relate the strategy used to add or subtract to the written equation, explaining the reasoning used.	
Ongoing		<i>Recognize and know value of penny, nickel, dime, and quarter</i>		
		<i>Tell time to hour</i>		