

California's
COMMON CORE

Content Standards
Curriculum Builder
First Grade

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Curriculum Builder for
ELA and Mathematics

First Grade

TABLE OF CONTENTS

READING STANDARDS LITERATURE	2-8
WRITING STANDARDS	8-10
SPEAKING & LISTENING	9-10
LANGUAGE STANDARDS	10-13
MATHEMATICS STANDARDS	15
OPERATIONS & ALGEBRAIC THINKING	16-17
NUMBER & OPERATIONS IN BASE TEN	18-19
MEASUREMENT & DATA	20
GEOMETRY	21

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

The History of Standards in California

Student content standards describe what students should know and be able to do in a subject matter for a particular grade. California ushered in the standards era in 1997, when the State Board of Education adopted contents standards, K-12, for both English Language Arts and mathematics, establishing for the first time in the State a consistent set of expectations for all students. Those standards have stood as the beacon for the development of curriculum frameworks, the creation of curricular materials, and the basis for State and local assessments.

While California established and utilized its own standards, every other state in the union did the same. Seeking uniformity of rigor and expectation for the entire nation, the National Governors Association Center for Best Practices and the Council of chief State School Officers coordinated efforts to write the Common core State Standards. Teachers, school administrators, and experts began the work with the end in mind and drafted “career and college ready” exit standards for graduated high school seniors. As such these anchor standards define what is required to be successful in entry-level, credit-bearing academic college courses and in the workforce training programs. With exit standards charting the way, the creators of the Common Core standards backward-mapped down through the grade levels to create a consistent format and strong linkages from grade level to grade level.

These new Common Core Standards, adopted for English language arts and mathematics only:

- Are aligned with college and work expectations
- Are clear, understandable, and consistent
- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of the current standards from many states
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Are evidence-based

Transition to the Common Core Standards

The State Board of Education in California adopted the Common Core Standards in 2010 to ensure that California would be eligible as a state to submit an application for a Race to the Top grant. Even though that application was not selected for funding, the adoption of the Common Core Standards is in law. Currently, 47 states have adopted the standards. It is the advent of assessments tied to the Common Core, however, that will mark the true transition from the older California standards to the current Common

Core. California participates with over twenty other states in the SMARTER Balanced Assessment Consortium. Linking arms with other states in the consortium, California plans to usher in a totally new assessment system in the spring of the school year 2014-15. The implementation of a new assessment system will mark point in time when students, teachers, schools, districts and larger systems will be held accountable for the instruction of these new standards.

In order to create as smooth a transition as possible from the old standards and the current assessment system, teachers and administrators are working to understand and embrace the Common Core Standards. This publication is designed to assist with that process.

The new Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

The title of the standards includes other fields of study responsible for student literacy. In the K-5 standards, references to history/social studies, science and technical subjects are embedded. In the upper grade level standards, these content areas have their own section of standards. The inclusion across traditional divisions of study reinforces the primacy of literacy and the need for its integration.

Reading standards are “stair-cased” and demand student reading of a diverse array of classic and contemporary literature, but likewise insist on a focus of challenging informational texts. There is no specified reading list, but the Common Core instead provide numerous sample texts. Various genre are delineated that include: myths, foundational documents from U. S. history, seminal works of American literature, and, of course, Shakespeare. States, local districts, and perhaps even schools will make the final decisions about what titles students will read.

The issue of text complexity reminds educators that the reading level of work place documents frequently

exceeds the rigor of literature at the college level. Therefore, the measurement called the “lexile” gauges the text complexity of a document. Text complexity intertwines the issues of: qualitative dimensions (structure of language, knowledge demands, etc.), quantitative dimensions (word length, sentence length, etc.), and reader and task considerations (appropriateness of text to reader, reader motivation and experiences, etc.)

Writing standards are grounded in the ability to write logical arguments based on claims, sound reasoning, and relevant evidence. Even the earliest grades require the ability to argue through opinion writing. Additionally, students are expected to conduct research, both short- and long-term projects, throughout the grade levels. To establish a consistent expectation for rigor, annotated samples of student writing across the grade levels accompany the standards.

Speaking and Listening standards require the presentation of complex information through the acts of listening and speaking but also through media. Speaking is expected between individuals, in small groups and in larger groups.

Language standards describe vocabulary acquisition and the ability to appreciate nuances of words. In addition to the use of formal language, students are expected to navigate through a variety of contexts and choose the appropriate level of formality.

Media and Technology standards are integrated through these standards.

Implementation: We are launching into CCSS using the curriculum and the materials we have. Whether your district is using Open Court, MMH, or another program, we must begin CCSS implementation using our existing materials.

As you proceed through your pacing guide and current curriculum, compare each lesson to the standards found here. Use the notes column to document which parts of your current curriculum is relevant to each standard.

READING LITERATURE

Key Ideas and Details

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

Craft and Structure

Standard	Notes	Dates Taught					Mastery
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.							
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							
RL 6. Identify who is telling the story at various points in a text.							

Integration of Knowledge and Ideas

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

READING LITERATURE

Range of Reading and Level of Text Complexity

Standard	Notes	Dates Taught					Mastery
RL 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.							

READING INFORMATIONAL TEXT

Key Ideas and Details

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

Craft and Structure

Standard	Notes	Dates Taught					Mastery
RI 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.							
RI 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.							
RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.							

Integration of Knowledge and Ideas

Standard	Notes	Dates Taught					Mastery
RI 7. Use the illustrations and details in a text to describe its key ideas.							
RI 8. Identify the reasons an author gives to support points in a text.							
RI 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

Standard	Notes	Dates Taught					Mastery
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.							

READING FOUNDATIONAL SKILLS

Print Concepts

Standard	Notes	Dates Taught					Mastery
RF 1. Demonstrate understanding of the organization and basic features of print.							
RF 1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).							

Phonological Awareness

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

Phonics and Word Recognition

Standard	Notes	Dates Taught					Mastery
RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.							
RF 3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).							
RF 3.b Decode regularly spelled one-syllable words.							
RF 3.c Know final -e and common vowel team conventions for representing long vowel sounds.							
RF 3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.							
RF 3.e Decode two-syllable words following basic patterns by breaking the words into syllables.							

Phonics and Word Recognition

Standard	Notes	Dates Taught					Mastery
RF 3.f Read words with inflectional endings.							
RF 3.g Recognize and read grade-appropriate irregularly spelled words.							

Fluency

Standard	Notes	Dates Taught					Mastery
RF 4. Read with sufficient accuracy and fluency to support comprehension.							
RF 4.a Read grade-level text with purpose and understanding.							
RF 4.b Read grade-level text orally with accuracy, appropriate rate, and expression.							
RF 4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							

WRITING

Text Types and Purposes

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

Text Types and Purposes

Standard	Notes	Dates Taught					Mastery
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 event order, and provide some sense of closure.							

Production and Distribution of Writing

Standard	Notes	Dates Taught					Mastery
W 4. (Begins in grade 3)							
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.							
W 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

Standard	Notes	Dates Taught					Mastery
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).							
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							
W 9. (Begins in grade 4)							

Range of Writing

Standard	Notes	Dates Taught					Mastery
W 10. (Begins in grade 3)							

SPEAKING & LISTENING

Comprehension and Collaboration

Standard	Notes	Dates Taught					Mastery
SL 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.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).							
SL 1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.							
SL 1.c Ask questions to clear up any confusion about the topics and texts under discussion.							
SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.							
SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.							

Presentation of Knowledge and Ideas

Standard	Notes	Dates Taught					Mastery
SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.							
SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.							
SL 6. Produce complete sentences when appropriate to task and situation.							

LANGUAGE STANDARDS

Conventions of Standard English

Standard	Notes	Dates Taught					Mastery
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
L 1.a Print all upper- and lowercase letters.							
L 1.b Use common, proper, and possessive nouns.							
L 1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).							
L 1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).							
L 1.e 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).							
L 1.f Use frequently occurring adjectives.							

Conventions of Standard English

Standard	Notes	Dates Taught					Mastery
L 1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).						
L 1.h	Use determiners (e.g., articles, demonstratives).						
L 1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).						
L 1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.						
L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
L 2.a	Capitalize dates and names of people.						
L 2.b	Use end punctuation for sentences.						
L 2.c	Use commas in dates and to separate single words in a series.						
L 2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.						
L 2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.						

Knowledge of Language

Standard	Notes	Dates Taught					Mastery
L 3. (Begins in grade 2)							

Vocabulary Acquisition and Use

Standard	Notes	Dates Taught					Mastery
L 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 4.a Use sentence-level context as a clue to the meaning of a word or phrase.							
L 4.b Use frequently occurring affixes as a clue to the meaning of a word.							
L 4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).							
L 5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.							
L 5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.							
L 5.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).							
L 5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).							

Vocabulary Acquisition and Use

Standard	Notes	Dates Taught					Mastery
L 5.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.							
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., because).							

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS

The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well-prepared for algebra* in grade 8.

OPERATIONS & ALGEBRAIC THINKING

Represent and solve problems involving addition and subtraction.

Standard	Notes	Dates Taught					Mastery
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.							

Understand and apply properties of operations and the relationship between addition and subtraction.

Standard	Notes	Dates Taught					Mastery
OA 3. Apply properties of operations as strategies to add and subtract. (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. Add and subtract within 20.							

Add and subtract within 20.

Standard	Notes	Dates Taught					Mastery
OA 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).							
OA 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 wleading 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.

Standard	Notes	Dates Taught					Mastery
OA 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.							
OA 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.							

NUMBER & OPERATIONS IN BASE TEN

Extend the counting sequence.

Standard	Notes	Dates Taught					Mastery
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.							

Understand place value.

Standard	Notes	Dates Taught					Mastery
NBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:							
NBT 2.a 10 can be thought of as a bundle of ten ones — called a “ten.”							
NBT 2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.							
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).							
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 $<$.							

Use place value understanding and properties
of operations to add and subtract.

Standard	Notes	Dates Taught					Mastery
<p>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 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.</p>							
<p>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>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

Measure lengths indirectly and by iterating length units.

Standard	Notes	Dates Taught					Mastery
MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.							
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. 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.

Standard	Notes	Dates Taught					Mastery
MD 3. Tell and write time in hours and half-hours using analog and digital clocks.							

Represent and interpret data.

Standard	Notes	Dates Taught					Mastery
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

Reason with shapes and their attributes.

Standard		Notes	Dates Taught					Mastery
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. (Students do not need to learn formal names such as “right rectangular prism.”)							
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.							

