Grade 1

COMMON CORE ALIGNMENT OVERVIEW

This document is intended for schools and individuals who use Oak Meadow curriculum and want to comply with Common Core Standards.

Grade 1—ELA Standards

Oak Meadow does not emphasize the standards listed below in first grade because of our holistic approach to literacy learning which emphasizes developing a rich language base through oral storytelling, learning auditory discrimination and phonics through verse and stories, and modeling correct grammar and punctuation in written sentences that are then read aloud. Students gain experience with words and sentences as a whole before they begin learning rules of punctuation and spelling (in second grade).

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.4.B

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-LITERACY.L.1.4.C

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CCSS.ELA-LITERACY.RF.1.3.F

Read words with inflectional endings.

CCSS.ELA-LITERACY.RF.1.3.G

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.RI.1.5

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.

CCSS.ELA-LITERACY.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.W.1.1

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.

CCSS.ELA-LITERACY.W.1.2

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

CCSS.ELA-LITERACY.W.1.5

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.

CCSS.ELA-LITERACY.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.1.7

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).

Grade 1—Math Standards

The following Common Core standards are not addressed in Grade 1 Math.

CCSS.MATH.CONTENT.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

CCSS.MATH.CONTENT.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

CCSS.MATH.CONTENT.1.NBT.C.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.

CCSS.MATH.CONTENT.1.NBT.C.5

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

CCSS.MATH.CONTENT.1.NBT.C.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.

CCSS.MATH.CONTENT.1.MD.A.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.

CCSS.MATH.CONTENT.1.MD.B.3

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