



Standards By Design:

First Grade for English Language Arts & Literacy (CCSS)



English Language Arts & Literacy (CCSS)

First Grade

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.RL.1 Ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

1.RL.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.RI.1 Ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.RI.2 Identify the main topic and retell key details of a text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

1.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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

1.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

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1.RI.8 Identify the reasons an author gives to support points in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1.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

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

- 1.RF.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

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- 1.RF.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, medial 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

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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 syllables 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

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Read grade-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 - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.

Text Types and Purposes

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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 event order, and provide some sense of closure.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.W.4 (Begins in grade 3)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.W.9 (Begins in grade 4)

Range of Writing

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1.W.10 (Begins in grade 3)

Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1.SL.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.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

1.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

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

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

Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many 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, 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 walked 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 simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.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

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1.L.3 (Begins in grade 2)

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1.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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes 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).

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words 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.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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., because).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.



Standards By Design:
First Grade for Science (2014)



Science (2014)

First Grade

The performance expectations in first grade help students formulate answers to questions such as: What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?"

Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

1-PS4 Waves and Their Applications in Technologies for Information Transfer

1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.

Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).

Assessment Boundary: Assessment does not include the speed of light.

1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.

Assessment Boundary: Assessment does not include technological details for how communication devices work.

1-LS1 From Molecules to Organisms: Structures and Processes

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

1-LS2-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

1-LS3 Heredity: Inheritance and Variation of Traits

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.

Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

1-ESS1 Earth's Place in the Universe

1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.

Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.

1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.

Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

K-2-ETS1 Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.



Standards By Design:

First Grade for Mathematics (CCSS)



Mathematics (CCSS)

First Grade

Mathematical Practices (1.MP)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- 1.MP.1 Make sense of problems and persevere in solving them.
- 1.MP.2 Reason abstractly and quantitatively.
- 1.MP.3 Construct viable arguments and critique the reasoning of others.
- 1.MP.4 Model with mathematics.
- 1.MP.5 Use appropriate tools strategically.
- 1.MP.6 Attend to precision.
- 1.MP.7 Look for and make use of structure.
- 1.MP.8 Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking (1.OA)

1.OA.A Represent and solve problems involving addition and subtraction.

1.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.

1.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.

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

1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.)

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

1.OA.4 Understand subtraction as an unknown-addend problem.

1.OA.C Add and subtract within 20.

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

1.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 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 $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.D Work with addition and subtraction equations.

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Number and Operations in Base Ten (1.NBT)

1.NBT.E Extend the counting sequence.

1.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.

1.NBT.F Understand place value.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”

1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c 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 two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

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

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

1.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.

1.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.

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.

Measurement and Data (1.MD)

1.MD.H Measure lengths indirectly and by iterating length units.

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.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.

1.MD.I Tell and write time.

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.J Represent and interpret data.

1.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 (1.G)

1.MD.K Reason with shapes and their attributes.

1.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.

1.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.”)

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

1.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.

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Standards By Design:
First Grade for Social Sciences (2011)



Social Sciences (2011)

First Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 1.1. Describe how people live in the community.
- 1.2. Compare the ways people lived in the community in the past with the way they live in the present.
- 1.3. Identify American songs and symbols.
- 1.4. Identify people and events observed in national celebrations and holidays.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 1.5. Use terms related to time to sequentially order events that have occurred.
- 1.6. Describe how clocks and calendars are used to measure time.
- 1.7. Develop and analyze a simple timeline of important events.
- 1.8. Identify and compare historical fact and fiction in folktales and legends.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 1.9. Describe ways people celebrate their diverse cultural heritages in the community.
- 1.10. Locate and identify important places in the community (school, library, fire department, etc.).
- 1.11. Explain how seasonal changes influence activities in school and community.

- 1.12. Give examples of local natural resources and describe how people use them.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 1.13. Describe the responsibilities of leaders.
- 1.14. Describe the responsibilities of team members.
- 1.15. Demonstrate the ability to be both a leader and team member.
- 1.16. Identify the United States and Oregon flags and other symbols.
- 1.17. Identify and describe significant holidays.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 1.18. Explain how personal saving and spending can be used to meet short-term financial goals.
- 1.19. Identify sources of income (e.g., gifts, borrowing, allowance, work wages).

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

- 1.20. Identify cause-and-effect relationships.
- 1.21. Identify an issue or problem that can be studied.