

# GRADE 1

## Operations & Algebraic Thinking

- 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.3** Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known.
- 1.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.
- 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.
- 1.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?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
- 1.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  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .

## Geometry

- 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.
- 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.

## Number & Operations in Base 10

- 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.2** Understand that the two digits of a two-digit number represent amounts of tens and 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.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 & Data

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

# First Grade Units Of Study Common Core

**SA Adler**



## **First Grade Units Of Study Common Core:**

First Grade Common Core Units of Study Steps To Literacy Staff,2013-09-01      **First Grade Common Core Units of Study** Steps To Literacy Staff,2013-09-01      *Bringing the Common Core to Life in K-8 Classrooms* Eric Jensen,LeAnn Nickelsen,2013-12-31 Actively engage students in their own learning Discover strategies to promote student mastery of the Common Core State Standards for English language arts across the curriculum Explore techniques to lead students in close reading activate their background knowledge to prepare them for learning and gain insight into habit formation You ll develop the know how to effectively structure teaching to empower all students      Mapping Comprehensive Units to the ELA Common Core Standards, K-5 Kathy Tuchman Glass,2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com      **Connecting Disciplinary Literacy and Digital Storytelling in K-12 Education** Haas, Leslie,Tussey, Jill,2021-01-15 The idea of storytelling goes beyond the borders of language culture or traditional education and has historically been a tie that bonds families communities and nations Digital storytelling offers opportunities for authentic academic and non academic literacy learning across a multitude of genres It is easily accessible to most members of society and has the potential to transform the boundaries of traditional education As concepts around traditional literacy education evolve and become more culturally and linguistically relevant and responsive the connections between digital storytelling and disciplinary literacy warrant considered exploration *Connecting Disciplinary Literacy and Digital Storytelling in K 12 Education* develops a conceptual framework around pedagogical connections to digital storytelling within K 12 disciplinary literacy practices This essential reference book supports student success through the integration of digital storytelling across content areas and grade levels Covering topics that include immersive storytelling multiliteracies social justice and pedagogical storytelling it is intended for stakeholders interested in innovative K 12 disciplinary literacy skill development research and practices including but not limited to curriculum directors education faculty educational researchers instructional facilitators literacy professionals teachers pre service teachers professional development coordinators teacher preparation programs and students      *The Everything Guide to Informational Texts, K-2* Kathy H. Barclay,Laura Stewart,Deborah M. Lee,2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate

instructional plans that truly help young readers comprehend grade level texts What you'll love most The how to's on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You'll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more *Differentiated Literacy Instruction* Sharon Wapole,Michael C. McKenna,Zoi A. Philippakos,John Z. Strong,2017-07-05 C 2 Template for Assessment Data Compilation Form C 3 Literacy Assessment Correlation Chart Author Index Subject Index Children's Play, Pretense, and Story Susan Douglas,Lesley Stirling,2015-12-21 At the heart of this volume is the recognition that children's engagement with play and story are intrinsically and intricately linked The contributing authors share a passionate interest in the development and well being of children in particular through their use of imagination and adaptation of the everyday into play and stories Following these principles the volume explores the connections between play story and pretense with regard to many cultural and contextual factors that influence the way these elements vary in children's lives In a departure from earlier collections on play and story the authors take a particular focus on normative as compared with atypical development This collection begins with an approach to understanding the developmental relationship between play and story which recognizes their similarities while acknowledging their differences Much of the collection addresses pretend play and story in children with autism spectrum disorder an understudied but important group for consideration as these dimensions of their lives and development have often been considered problematic The volume also includes sections on play and story in classroom settings and play and story across cultures including non English speaking environments such as Israel Romania China and Mexico It concludes with a discussion of how play differs across sociocultural and economic contexts making a unifying claim for the importance of play in children's lives but also calling for an understanding of what play means to very different groups of children

**Common Core Mathematics in a PLC at Work®, Leader's Guide** Timothy D. Kanold,2012-06-15 This leader companion to the grade level teacher guides illustrates how to sustain successful implementation of the Common Core State Standards for mathematics Discover what students should learn and how they should learn it Comprehensive research affirmed analysis tools and strategies will help collaborative teams develop and assess student demonstrations of deep conceptual understanding and procedural fluency *Academic Language in Diverse Classrooms: English Language Arts, Grades K-2* Margo Gottlieb,Gisela Ernst-Slavit,2013-10 This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia led assessments *Brain Words* J.

Richard Gentry, Gene P. Ouellette, 2023-10-10 The past two decades have brought giant leaps in our understanding of how the brain works. But these discoveries and all their exciting implications have yet to make their way into most classrooms. In *Brain Words: How the Science of Reading Informs Teaching*, authors J. Richard Gentry and Gene Ouellette bring their original research-based framework of brain words dictionaries in the brain where students store and automatically access sounds, spellings, and meaning. This book aims to fill the gap between the science of reading and classroom instruction by providing up-to-date knowledge about reading and neurological circuitry, including evidence that spelling is at the core of the reading brain. *Brain Words* will show how children's brains develop as they become readers and discover ways you can take concrete steps to promote this critical developmental passage, including incorporating tools to recognize what works, what doesn't, and why. Practical classroom activities for daily teaching and student assessment. Insights about what brain research tells us about whole language and phonics first movements. Deepened understanding of dyslexia through the enhanced lens of brain science. With the insights and strategies of *Brain Words*, you can meet your students where they are and ensure they gain confidence as readers, spellers, and writers. **College of Education Record**, 1952 *Becoming a Literacy Leader*, Jennifer Allen, 2016

The first edition of *Becoming a Literacy Leader* chronicled Jennifer's work as she moved to a new school and a new job as a literacy specialist and found herself tackling everything from teacher study groups to state-mandated assessment plans. The new edition of her book is a thoughtful, reflective evolution of her work as she rethinks how her identity and role as a literacy leader have evolved in the ten years since she wrote the first edition. She focuses on three ideas to describe her work: the concept of layered leadership, shared experiences in making meaning together, and the importance of rowing in the same direction as a school community. Jennifer firmly believes that teachers know what they need when it comes to professional development, and she describes the layers of support that coaches can implement within a school, including in-class support, curriculum support, and assessment study group facilitation, and the cultivation of teacher leadership. She provides an explicit framework for implementing these layers of coaching and explains how administrators can use the literacy leader position to build and sustain change within their schools. Literacy leaders and coaches can use this book as a road map for how to approach their work with purpose and intention. Online videos that accompany the book bring the text alive by showing readers what coaching looks and sounds like. [Student-Centered Coaching From a Distance](#), Diane Sweeney, Leanna S. Harris, 2021-02-01

Ideas, inspiration, and the moves to keep student learning at the center of instructional coaching, no matter where it occurs. As we return to normal, the guidance in this book will ensure we continue to focus on deeply knowing our students, having a coherent and focused curriculum, and coaching from a place of formative assessment and evidence. Authors Diane Sweeney and Leanna Harris, whose best-selling books have influenced thousands of K-12 coaches, have written *Student-Centered Coaching from a Distance* to help coaches and teachers adapt. Each chapter includes coaching moves that can be used in virtual, hybrid, and in-person settings. These technology-focused moves are accompanied by language stems, note

catchers and other tools that provide structure and coherence to coaching conversations Each chapter also provides specific moves that promote equity and work to remove many of the barriers that have been brought into clearer focus during the challenges of our times Readers will find a highly effective coaching approach tailored to the distance learning context strategies to help close opportunity gaps in depth instruction for co teaching from a distance The enduring practices in this book will help coaches partner with teachers during challenging times and keep student learning at the center for years to come

*Learning First, Technology Second* Liz Kolb, 2017-03-31 Learning First Technology Second offers teachers a classroom tested easy to use framework to help them move from arbitrary uses of technology to thoughtful ways of adding value to student learning Learning with technology doesn't happen because a specific tool revolutionizes education It happens when proven teaching strategies intersect with technology tools and yet it's not uncommon for teachers to use a tool because it's fun or because the developer promises it will help students learn This book includes An introduction to the Triple E Framework that helps teachers engage students in time on task learning enhance learning experiences beyond traditional means and extend learning opportunities to bridge classroom learning with students everyday lives Effective strategies for using technology to create authentic learning experiences for their students Case studies to guide appropriate tech integration A lesson planning template to show teachers how to effectively frame technology choices and apply them in instruction The companion jump start guide based on this book is Engage Enhance Extend Start Creating Authentic Lessons With the Triple E Framework

**Resources in Education**, 1994 **Elementary and Middle School Social Studies** Pamela J. Farris, 2015-02-03 The latest edition of Pamela Farris's popular value priced text continues to offer pre and in service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies Farris together with contributors who specialize in implementing successful teaching methods and theories demonstrate how classroom teachers can excite and inspire their students to be engaged learners

*Handbook on Requirements for Elementary and Secondary Schools*, 1989 [Military Review](#), 2014

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