

1ST GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas			Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.	Describe story characters or events.	CLUSTER <ol style="list-style-type: none"> 1. With prompting and support, match illustrations or details to describe characters or events in a story. 2. (Not applicable to literature) 3. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store). 	GUIDANCE	<p>Concepts: Words and/or pictures can describe different characters and their experiences or story events.</p> <p>Skills: Identify pictures that illustrate what is in the text.</p> <p>Identify details that describe characters and events. State whether experiences of characters are some or different.</p> <p>Big Ideas: Authors describe characters and events through words and pictures. Characters can have many different types of experiences. Reading requires the reader to remember information.</p> <p>Essential Questions: Which words or pictures tell me about this character? Are these characters doing the same thing? Are these characters thinking or feeling the same thing?</p>
Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Engage actively with text	CLUSTER <ol style="list-style-type: none"> 10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me what the characters did that was the same</i>). 	GUIDANCE	<p>Concepts: Listening is an active process.</p> <p>Skills: Listen for a purpose.</p> <p>Big Ideas: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: What is our purpose for listening? How do we communicate our thinking to others?</p>

1ST GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Use details in text	Key Ideas and Details		Key Ideas and Details
CLUSTER	1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		CLUSTER	1. With prompting and support, answer questions about key details in a familiar text. 2. With prompting and support, identify key details in a familiar text. 3. With prompting and support, identify individuals, events or ideas in a familiar text.	GUIDANCE Concept: <i>Texts contain details that the reader must remember to ask and answer questions or use to describe individuals, events or ideas.</i> Skills: Answer questions, identify details, identify characters, ask questions, and choose words that describe story elements within context. Big Idea: Key information is explicitly stated in texts. Readers must remember information. Words can describe individuals, events and ideas. Essential Questions: What does the text tell us? Do we remember all of the important details? If we don't remember, what can we do? What words can I use to describe an individual, event or idea?
Craft and Structure		Recognize text structure	Craft and Structure		Craft and Structure
CLUSTER	4. Ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title of a book. 6. Name the author and illustrator for a text and define the role of each in presenting the ideas or information in a text.		CLUSTER	4. With prompting and support, ask a reader to clarify the meaning of words in a text. 5. With prompting and support, locate key facts or information in a text. 6. Match illustrations or pictures with information provided in a text.	GUIDANCE Concepts: <i>Words and illustrations provide meaning and information in texts.</i> Skills: Locate facts or information, ask for clarification, and match illustrations with information in a text. Big Ideas: Readers need to understand the words and illustration to make meaning from text. Essential Questions: Do I understand the words? How do I ask if I don't understand? Where is that key fact in this text? What picture goes with this information?

1ST GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		CLUSTER	7. With prompting and support, match illustrations with parts of familiar text. 8. Match key information from the text with the topic of the same text. 9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).	GUIDANCE Concepts: <i>The topic and key ideas of a text are conveyed by illustrations, details and other information.</i> Skills: Match pictures and illustrations with key ideas in the text. Match key ideas with the topic of a text. Match similar information from two texts on the same topic. Big Ideas: Readers pay attention to illustrations, details and other information to figure out what the text is about and what is important. Essential Questions: Which details or pictures go with these key ideas? What key information goes with this topic? What information in these two topics is the same?
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. With prompting and support read informational texts appropriately complex for grade 1.		CLUSTER	10. Actively engage in group reading of informational text for a clearly stated purpose (e.g., Listen while I read so you can tell me who this text is about.).	GUIDANCE Concepts: <i>Listening is an active process.</i> Skills: Listen to a text for a purpose. Big Ideas: Engaging during group reading requires thinking and communicating Essential Questions: What is our purpose for listening? How do we communicate our thinking with others?

1ST GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR FOUNDATIONAL SKILLS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Print Concepts		Understand concept of print, words and letters	Print Concepts		Print Concepts
CLUSTER	1. Demonstrate understanding of the organization and basic features of print. 2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		CLUSTER	1. Demonstrate understanding of the organization and basic features of print. 2. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, "Show me just one word.") 3. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads). 4. Recognize and name all uppercase letters of the alphabet in context. 5. Recognize and name all lowercase letters of the alphabet in context.	Concept: <i>Letters and words can be distinguished in texts.</i> Skills: Demonstrate understanding of concept of word. Recognize and name all letters. Big Idea: Each letter has a different name, shape and orientation. Sentences are made up of words. Each written word corresponds with a spoken word Essential Questions: How do I know where one word ends and the next word begins? What lower case letter goes with this upper case letter? How can I remember the name of this letter?
	Fluency			Fluency	Fluency
CLUSTER	1. Read with sufficient accuracy and fluency to support comprehension. 2. Read on-level text with purpose and understanding. 3. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Engage independently with books	CLUSTER	Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time). Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures. Sustain interest in a variety of reading materials reflecting a variety of text genre.	Concept: <i>Books can be studied.</i> Skills: Independently turn pages in a book or navigate pages in a multi-media book; Attend to words and pictures in a text for an extended period of time. Big Idea: Reading books involves attending to the words and pictures in a text. Essential Questions: Have I checked out everything on this page? Am I ready to go to the next page?

1ST GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR FOUNDATIONAL SKILLS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Phonological Awareness		Recognize sounds in spoken words	Phonological Awareness	Phonological Awareness
CLUSTER	<ol style="list-style-type: none"> 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 3. Distinguish long from short vowel sounds in spoken single-syllable words. 4. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 5. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <ol style="list-style-type: none"> a. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 		CLUSTER <ol style="list-style-type: none"> 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 2. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word. 3. Recognize single syllable words with the same ending sound. 	<p>Concept: <i>Words are made up of sounds.</i></p> <p>Skills: Blending orally presented phonemes. Segment the ending sound on a single syllable word. Match ending sounds on two words.</p> <p>Big Idea: Individual sounds in words can be blended. Ending sounds can be segmented.</p> <p>Essential Questions: What word do I get when I blend these sounds? What sound do I hear at the end of the word?</p>
Phonics and Word Recognition		Use letter name and letter-sound knowledge	Phonics and Word Recognition	Phonics and Word Recognition
CLUSTER	<ol style="list-style-type: none"> 1. Know and apply grade-level phonics and word analysis skills in decoding words. 2. Know the spelling-sound correspondences for common consonant digraphs. 3. Decode regularly spelled one-syllable words. 4. Know final -e and common vowel team conventions for representing long vowel sounds. 5. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 6. Decode two-syllable words following basic patterns by breaking the words into syllables. 7. Read words with inflectional endings. 8. Recognize and read grade-appropriate irregularly spelled words. 		CLUSTER <ol style="list-style-type: none"> 1. With prompting and support, read words and apply letter-sound knowledge to read words. 2. In context, identify 4 or more letter-sound associations. 3. Identify written words that begin with single consonant phonemes produced by an adult. 4. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication. 	<p>Concept: <i>Sounds and meaning support word identification.</i></p> <p>Skills: Identify 4 or more letter-sound associations; Identify written words that begin with spoken single consonant phonemes; Identify written words associated with familiar pictures and symbols.</p> <p>Big Idea: Written words are meaningful, letters have sounds, and different words can have the same beginning sound.</p> <p>Essential Questions: What sound does this letter make? Which word starts with that sound? Which word goes with this picture or symbol?</p>

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

1ST GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Text Types and Purposes		Write about a self-selected topic	Text Types and Purposes		Text Types and Purposes
CLUSTER	<ol style="list-style-type: none"> 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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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. 		CLUSTER	<ol style="list-style-type: none"> 1. Select a topic and use drawing, dictating, or writing* to state an opinion about it. 2. Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic. 3. Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event. 	<p>Concept: <i>There are many reasons to write.</i> Skills: Select a topic or event; Compose a message; state an opinion; Big Idea: Drawing, dictating, and writing* are ways to compose a message. Essential Questions: What should I write about? What do I want to write about it? What do I want to dictate for someone else to write about it? What do I want to draw about it?</p>
Production and Distribution of Writing		Revise and publish own writing	Production and Distribution of Writing		Production and Distribution of Writing
	<ol style="list-style-type: none"> 1. (Begins in grade 3) 2. 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. 3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 			<ol style="list-style-type: none"> 1. (Begins in grade 3) 2. With guidance and support from adults, add more information to own written message to strengthen it. 3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Concept: Writing more information and using digital tools can improve the quality of written messages. Skills: Communicate multiple ideas; explore digital tools; work with others; add more to what has already been written. Big Idea: Writing can be improved by adding more information and using digital tools to support production and publication. Essential Questions: What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool?</p>

1ST GRADE ENGLISH/LANGUAGE ARTS
WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Research to Build and Present Knowledge		Recall knowledge and experiences	Research to Build and Present Knowledge		Research to Build and Present Knowledge
CLUSTER	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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)		CLUSTER	7. Participate in shared writing about: a. familiar topics. b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences). 8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences. 9. (Begins in grade 4)	Concept: <i>Familiar experiences serve as an important source of information for writing.</i> Skills: Recall information from familiar topics, books and activities; Relate information, objects or events to own experience. Big Idea: Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing. Essential Questions: What do we remember about this book/activity? What do we know about this? When have we seen something like this before? When have we done something like this before? What should we write about it? How do we write it?
	Range of Writing			Range of Writing	
				10.(Begins in grade 3)	

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

1ST GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration			Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	<div><div>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</div><div>2. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<div><div>a. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</div><div>b. Ask questions to clear up any confusion about the topics and texts under discussion.</div><div>c. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</div></div></div><div>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</div></div>		CLUSTER	<div><div>1. Participate in communicative exchanges.</div><div>2. Communicate directly with peers in multi-turn exchanges.</div><div>3. Build on comments or topics initiated by adult communication partners in multi- turn exchanges.</div><div>4. Answer questions about key details from books read aloud by others or presented through other media.</div><div>5. Answer questions posed by adult communication partners.</div></div>	GUIDANCE

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

1ST GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas		Communicate purposefully	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)		CLUSTER	4. Identify words that describe familiar people, places, things, and events. 5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings. 6. Provide more information regarding thoughts, feelings, and ideas when appropriate.	Concept: <i>Things you know, think and feel can be communicated through language and representations.</i> Skills: Identify words that describe familiar people, places, things, events, make choices, create representations, use language to communicate, identify when there is a need to provide more information, provide more information Big Idea: Language and representations can be used to tell others what you are thinking. Essential Questions: What do I know about this person? Which word can I use to describe that person? Can I pick a picture or draw something that tells about the person? (e.g., That's Mommy. Mommy drives a van. I pick a picture of a van.) Which words describe the place where I am going? Which words describe what that is? Which words describe this activity? What do I want to show others about that? How can I say what I am thinking or feeling? Do I need to say more about what I am thinking or feeling?

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

1ST GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Conventions of Standard English		Communicate conventionally	Conventions of Standard English	GUIDANCE	Conventions of Standard English
CLUSTER	<div>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<div>a. Print many upper- and lowercase letters.</div>b. Use common, proper, and possessive nouns.</div> <div>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</div> d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). <div>a. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</div> b. frequently occurring adjectives. <div>c. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</div> d. Use determiners (e.g., articles, demonstratives). <div>e. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</div> f. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <div>g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</div> <div>h. Capitalize dates and names of people.</div> <div>i. Use end punctuation for sentences.</div> <div>j. Use commas in dates and to separate single words in a series.</div> 2. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <div>a. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</div>		CLUSTER		<div>1. Demonstrate understandings of standard English grammar usage when communicating.<div>a. Use frequently occurring nouns and verbs.</div>b. Understand question words (interrogatives) (e.g., who, what, where, when, why, how).</div> <div>2. Link two or more words together in own communication</div>
Knowledge of Language			Knowledge of Language		Knowledge of Language
(Begins in grade 2)			(Begins in grade 2)		(Begins in grade 2)

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

1ST GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Vocabulary Acquisition and Use			Vocabulary Acquisition and Use		Vocabulary Acquisition and Use	
CLUSTER	<div>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.<div>a. Use sentence-level context as a clue to the meaning of a word or phrase.</div>b. Use frequently occurring affixes as a clue to the meaning of a word.</div> <div>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</div> <div>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</div> <div>6. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</div> <div>7. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)</div> <div>8. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</div> <div>9. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</div>	Acquire and use vocabulary	CLUSTER	<div>1) Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</div> <div>2) Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.</div> <div>3) With guidance and support from adults, explore word relationships.<div>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</div>b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).</div> <div>c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</div> <div>d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).</div> <div>4) Use words appropriately across context</div>	GUIDANCE	<p>Concept: <i>Words and their relationships are learned through exploration and use across contexts.</i></p> <p>Skills: Working with an adult: Identify and use content specific vocabulary, determine the meaning of words within context, explore word attributes and relationships. Independently: Use words across contexts, use phrases across contexts.</p> <p>Big Idea: Words are related to each other and the context in which they are used.</p> <p>Essential Questions: What word do I need to use? Have I heard this word before? What word do I know that makes sense here? How are these words the same and different? What do I know about this word? How can I use this word to communicate? What words can I put together to communicate?</p>

1 st Grade Mathematics Operations and Algebraic Thinking		
Common Core State Standards		Essence
Represent and solve problems involving addition and subtraction.		Joining and separating can be used to make two sets have equal quantity.
Cluster	<ol style="list-style-type: none"> 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. 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. 	Cluster <ol style="list-style-type: none"> 1. Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart). 2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets. 3. Describe equal sets as same quantity after counting objects (up to ten). 4. Use objects and representations to make two sets equal.

1 st Grade Mathematics Number and Operations in Base Ten		
Common Core State Standards		Essence
Extend the counting sequence.		Continue to learn counting sequence and understand the magnitude of the number
Cluster	<ol style="list-style-type: none"> 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. 	Cluster <ol style="list-style-type: none"> 1. Count forward using the 1-20 sequence. 2. Write or use an alternative pencil to write numbers 0-20. 3. Illustrate whole numbers to 20 using objects, representations and numbers. 4. Use number word (0-20) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (cardinality) 5. Use zero to indicate no objects when asked, "How many?" 6. Compare objects, representations and numbers (1-20) using words "more" and "less". 7. Use a set of objects and separate set into smaller sets (number partners). 8. Understand a set has smaller quantities within the whole set (inclusion). 9. Illustrate the relationship between subsets and the whole (part-part-whole) using objects.

1 st Grade Mathematics Measurement and Data				
Common Core State Standards		Essence	Extended Common Core	
Measure lengths indirectly and by iterating length units.		Measurement of length	Describe similarities and differences in length when measuring objects directly and indirectly.	
Cluster	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>		Cluster	1. Describe length of an object (long/short, big/small). 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute.
Tell and write time.		Time Concepts	Use the concept of time as it relates to sequences.	
Cluster	3. Tell and write time in hours and half-hours using analog and digital clocks.		Cluster	3. Use the words “today, tomorrow and yesterday” to refer to personal activities and events. 4. Use a schedule to keep track of events with modeling. 5. Remember, in order, the names of the days of the week.
Represent and interpret data.		Represent and Interpret data	Represent and interpret data.	
Cluster	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.		Cluster	6. Collect and categorize objects or pictures to answer questions about topics relevant to student. 7. Use data to answer questions about the total number of data points and whether there are more or less in one category than in another.

1 st Grade Mathematics Geometry				
Common Core State Standards		Essence	Extended Common Core	
Reason with shapes and their attributes		Understanding shapes and their attributes	Compare shapes and their attributes (circles, rectangles, squares and triangles).	
Cluster	<ol style="list-style-type: none"> 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (such as rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (such as cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 		Cluster	<ol style="list-style-type: none"> 1. Describe attributes of the shape. 2. Correctly name shapes regardless of their orientations or overall size. 3. Partition circles and rectangles into two and four equal shares or recognize when circles and squares have been partitioned equally. 4. Identify congruent two-dimensional shapes.