

Grades K-1 Common Core State Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in grades K-12, so teachers and parents know what they need to do to help children succeed. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework. Research from early childhood communities informed the development of these Kindergarten and First Grade standards summarized in this document.

- For All K-12 Common Core Standards:
<http://corestandards.org/the-standards>
- Has your state adopted the Common Core Standards?
<http://corestandards.org/in-the-states>
- Frequently Asked Questions:
<http://corestandards.org/frequently-asked-questions>
- **Special Report:** The State of State Standards & the Common Core in 2010 from the Thomas B. Fordham Institute
<http://www.hatchearlychildhood.com/layout-images/documents/2010fordham-commoncore.pdf>

Did you know?

Many of the states that have not yet adopted the Common Core Standards have additional state-level standards that CoreFocus interactive K-1 lessons also align too – offering a comprehensive interactive whiteboard solution for all programs and early learners.



K-1 Math & Literacy Activities for Interactive Whiteboards

Hatch Inc. and SMART Technologies Inc. have collaborated to release CoreFocus by Hatch, an interactive content solution with more than 2,500 research-based activities. Lessons focus on math and literacy for kindergarten and first grade and are aligned to the new national Common Core Standards.

This comprehensive content solution assists teachers in integrating interactive whiteboard activities into daily lesson plans and also provides a content management system for all of their custom whiteboard content.

> For more details visit:
<http://www.hatchearlychildhood.com>

“ I like the alignment to common core standards and knowing which standards are being covered with each activity! ”

Bob Young, Second Grade Teacher
Rolling Ridge Elementary, PA

Kindergarten Common Core State Standards

Reading Standards for Literature

- Key Ideas and Details**
- Ask and answer questions about key details in a text, with prompting & support
 - Retell familiar stories, including key details, with prompting & support
 - Identify characters, settings and major events in a story, with prompting & support
- Craft & Structure**
- Ask and answer questions about unknown words in a text
 - Recognize common types of texts (e.g., storybooks, poems)
 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- Integration of Knowledge and Ideas**
- Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), with prompting & support
 - Compare and contrast the adventures and experiences of characters in familiar stories, with prompting & support
- Range of Reading and Level of Text Complexity**
- Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text

- Craft & Structure**
- Identify the front cover book, and title page of book
 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text

Reading Standards: Foundational Skills

- Print Concepts**
- Demonstrate understanding of the organization and basic features of print
 - Follow words from left to right, top to bottom, and page by page
 - Recognize that spoken words are represented in written language by specific sequence of letters
 - Understand that words are separated by spaces in print
 - Recognize and name all upper and lowercase letters of the alphabet
- Phonological Awareness**
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - Recognize and produce rhyming words
 - Count, pronounce, blend, and segment syllables in spoken words
 - Blend and segment onsets and rimes of single-syllable spoken words
 - Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant
 - Associate the long and short vowel sounds with common spellings (graphemes) for the five major vowels
 - Read common high-frequency words by sight (e.g., *the, of, to, you, she, may, my, is, are, do, does*).

Fluency

- Read emergent-reader texts with purpose and understanding

Writing Standards

Text Types and Purposes

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information on the topic
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

Production and Distribution of Writing

- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including the collaboration with peers

Speaking and Listening Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion)
 - Continue a conversation through multiple exchanges
- Confirm understanding a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Add drawing or other visual displays to descriptions as desired to provide additional detail
- Speak audibly and express thoughts, feelings, and ideas clearly

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Print many upper- and lowercase letters
 - Use frequently occurring nouns and verbs
 - Form regular plural nouns orally by adding /s/ or /es/
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - Capitalize the first word in a sentence and the pronoun *I*
 - Recognize and name end punctuation
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes)
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *kindergarten reading and content*
 - Identify new meanings for familiar words and apply them accurately. (e.g., knowing *duck* is a bird and learning the verb *to duck*)
 - Use the most frequently occurring inflections and affixes (e.g., -ed,-s,-un,-pre,-ful,-less) as a clue to the meaning of an unknown word
- With guidance and support from adults, explore word relationships and nuances in word meanings
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Range of Text Types

Stories

- Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth

Counting and Cardinality

Know number names and the count sequence

- Count to 100 by ones and by tens
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

Count to tell the numbers of objects

- Understand the relationship between numbers and quantities; connect counting to cardinality
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted
 - Understand that each successive number name refers to a quantity that is one larger
- Count to answer “how many?” questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects

Compare numbers

- Identify whether the number of objects in one group is greater than less than, or equal to the number of objects in another group, (e.g., by using matching and counting strategies)
- Compare two numbers between 1 and 10 presented as written numerals

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems, and add and subtract within 10, (e.g., by using objects or drawings to represent the problem)
- Decompose number less than or equal to 10 into pairs in more than one way. (e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$))
- For any number from 1 to 9, find the number that makes 10 when added to the given number, (e.g., by using objects or drawings, and record the answer with a drawing or equation)
- Fluently add and subtract within 5

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value

- Compose and decompose numbers from 11 to 19 into ten one and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones)

Measurement and Data

Describe and compare measurable attributes

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object
- Directly compare two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute, and describe the difference

Classify objects and count the number of objects in each category

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

Geometry

Identify and describe shapes

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*
- Correctly name shapes regardless of their orientations or overall size (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

Analyze, compare, create and compose shapes

- Analyze and compare two- and three-dimensional shapes, different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length)
- Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

First Grade Common Core State Standards

Reading Standards for Literature

- Key Ideas and Details**
 - Ask and answer questions about key details in a text
 - Retell stories, including key details, and demonstrate understanding of their central message or lesson
 - Describe characters, settings, and major events in a story, using key details
- Craft & Structure**
 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Integration of Knowledge and Ideas**
 - Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), with prompting & support
- Range of Reading and Level of Text Complexity**
 - Use illustrations and details in a story to describe its characters, setting or events

Reading Standards for Informational Text

- Key Ideas and Details**
 - Ask and answer questions about key details in a text
- Craft & Structure**
 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
 - Know and use various text features (e.g., headings, table of contents, glossaries, etc.) to locate key facts or information in a text

Reading Standards: Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Distinguish long from short vowel sounds in spoken single-syllable words
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words
 - Know the spelling-sound correspondences for common consonant digraphs
 - Decode regularly spelled one-syllable words
 - Know final-e and common vowel team conventions for representing long vowel sounds
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
 - Read words with inflectional endings

Fluency

- Read with sufficient accuracy and fluency to support comprehension
 - Read on level text with purpose and understanding
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

Writing Standards

Text Types and Purposes

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

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

Speaking and Listening Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges
 - Ask questions to clear up any confusion about the topics and texts under discussion
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- 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

- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- Produce complete sentences when appropriate to task and situation

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Print all upper- and lowercase letters
 - Use common, proper, and possessive nouns
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.)
 - Use frequently occurring adjectives
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - Capitalize dates and names of people
 - Use end punctuation for sentences
 - Use commas in dates and to separate single words in a series

Vocabulary Acquisition and Use

- 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
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- With guidance and support from adults demonstrate understanding of word relationships and nuances in word meaning
 - Sort words in categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
 - 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)

Range of Text Types

Stories

- Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction**
- 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 drawing, and equations with a symbol for the unknown number to represent the problem)
 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)
- Understand and apply properties of operations and the relationship between addition and subtraction**
- Apply properties of operations as strategies to add and subtract
 - Understand subtraction as an unknown-addend problem
- Add and subtract within 20**
- Relate counting to addition and subtraction (e.g., by counting by 2 to add 2)
 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10

Number and Operations in Base Ten

- Extend the counting sequence**
- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral
- Understand place value**
- Understand that the two digits of a two-digit represent amounts of tens and ones. Understand the following as special cases
 - 10 can be thought as a bundle of ten ones-called a “ten”
 - The numbers from 11 to 19 are composed a ten and one, two, three, four, five, six, seven, eight, or nine ones
 - 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).
 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols greater than, equal, lesser than

Measurement and Data

- Measures lengths indirectly and by iterating length units**
- 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
- Tell and write time**
- Tell and write time in hours and half-hours using analog and digital clocks
- Represent and interpret data**
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Geometry

Reason with shapes and their attributes

- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourth, and quarters