

Common Core Tracking Chart

First Grade: Math

Operations and Algebraic Thinking

	Date:	Date:	Date:	Date:	Notes
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, drawings, and equations with a symbol for the unknown number to represent the problem.					
Solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawing, 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 (commutative and associative properties of addition.)					
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.					
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).					

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<p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</p>					
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<p>Work with addition and subtraction equations.</p>					
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<p>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? $6=6$, $7=8-1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).</p>					
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<p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$).</p>					
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<h2>NUMBERS AND OPERATIONS IN BASE TEN</h2>

<p>Extend the counting sequence.</p>					
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<p>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.</p>					
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<p>Understand place value.</p>					
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<p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones—called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine tens (and 0 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).</p>					
<p>Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparison with the symbols $>$, $=$, and $<$.</p>					
<p>Use place value understanding and properties of operations to add and subtract.</p>					
<p>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.</p>					
<p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>					
<p>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.</p>					
<h2>MEASUREMENT AND DATA</h2>					
<p>Measure lengths indirectly and by iterating length units.</p>					

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Order three objects by length; compare the lengths of two objects indirectly by using a third object.					
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps					
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.					
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.					
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.					

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WRITING

	Date:	Date:	Date:	Date:	Notes:
Text Types and Purposes					
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).					
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 about 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, respond to questions and suggestions from peers and add details to strengthen writing as needed.					
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					
Research to Build and Present Knowledge					
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					

Common Core Tracking Chart

First Grade: Math

SPEAKING AND LISTENING

	Date:	Date:	Date:	Date:	Notes:
Comprehensive 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 the topics and texts under discussion).					
Continue a conversation through multiple exchanges.					
Confirm understanding of 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 and Knowledge of Ideas					
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					
Add drawings or other visual displays to descriptions as desired to provide additional detail.					
Speak audibly and express thoughts, feelings, and ideas clearly.					

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LANGUAGE STANDARDS

	Date:	Date:	Date:	Date:	Notes:
Conventions of Standards 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/ (e.g., dog, dogs; wish, wishes).					
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).					
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).					
Produce and expand complete sentences in shared language activities.					
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).					

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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, re-, 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).					
Identify real-life connections between words and their use (e.g., note places at school that are colorful).					
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.					
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					