

Oakland Unified School District presents the Parents as Partners Guide to Common Core Standards 1st Grade

Oakland Unified School District holds a set of core beliefs about the families we serve each and every day.

- Core Belief #1** All parents have dreams for their children and want the best for them.
- Core Belief #2** Partnerships with families are essential to academic achievement.
- Core Belief #3** All parents can support their children’s learning.
- Core Belief #4** The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.

Because we hold these family engagement core beliefs, we have developed tools and resources to ensure that all families understand the **Common Core Standards** and are able to support learning at home. These resources include the *Common Core Backpack*, which are activities that parents can use at home to reinforce the Common Core Standards.

What are the Common Core Standards?	Why Common Core?
<p>In the past, each state had its own set of educational standards. This caused confusion and concerns about whether or not our students were ready for college and careers at the time of their high school graduation. California voluntarily adopted the Common Core Standards in 2010.</p> <p>The Common Core State Standards (CCSS) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.</p>	<p>The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (reading, writing, speaking and listening in all subject areas) and Mathematics. If you know what these expectations are, then you can help your child prepare because you are your child’s first teacher.</p> <p>Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. The common core prepares them to compete with not only American peers in other states, but with students from around the world.</p>

How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning in 1st Grade.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities from the *Common Core Backpack*, which are activities that parents use at home with their child to support mastery of the Common Core Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, “How do you know?”
5. Make sure your child is reading non-fiction books often.

1st Grade Common Core Standards

Here are some key **English Language Arts** skills being taught in 1st Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
RL.1.1	Ask and answer questions about key details in a text.	Tell who, what, where, when, why and how after reading stories.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell a story.
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Tell the characters, setting and what happens in a story.
RI.1.1	Ask and answer questions about key details in a text.	Tell who, what, where, when, why and how after reading nonfiction.
RI.1.2	Identify the main topic and retell key details of a text.	Find the main topic and details in a section of nonfiction.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Make and describe connections between two people, events or ideas in nonfiction.
RI.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Tell the difference between fiction and nonfiction.
RI.1.6	Identify who is telling the story at various points in a text.	Talk about who is telling a story.
RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	Use text features to help me understand nonfiction.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Use words and pictures to help me understand nonfiction.
RI.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Use words and pictures to help me tell about the characters, setting and plot.
RI.1.8	Identify the reasons an author gives to support points in a text.	I can find reasons to support the main idea of nonfiction.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA	Read and understand first grade fiction.
RF.1.1	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).	Use basic text features to help him read. (find the first word, capitalization, ending punctuation)
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Read first grade words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	Read with expression, read accurately, and reread to understand what words mean.

1st Grade Common Core Standards

Here are some key **Mathematics** skills being taught in 1st Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
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.	Use strategies to solve addition and subtraction word problems.
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.	Solve word problems by adding 3 whole numbers.
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.	Count to 120.
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: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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).	Tell how many tens and how many ones are in a number.
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 $<$.	Compare two-digit numbers using $<$, $=$, and $>$.
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.	Find 10 more or 10 less in their head.
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Put three objects in order from longest to shortest.
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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Tell the length of an object using whole numbers.
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	Tell and write time in hours and half-hours using a clock.
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.	Organize, understand and answer questions about data.
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.	Tell about, build, and draw shapes.

