

First Grade Common Core Standards Performance Chart

Mathematics SECOND NINE WEEKS

Students will be able to:	To receive a grade of 2, the student...	To receive a grade of 3, the student...
	<p>with direct instruction, consistently demonstrates basic/proficient performance of standards/classroom expectations. Completes tasks with little teacher assistance, such as: directions, hints, and reminders.</p> <p>When you think of the student's academic performance: proficient, independently works, adequately demonstrates, usually, consistent</p>	<p>exceeds standards/classroom expectations and is able to independently apply skills. Completes task without teacher assistance.</p> <p>When you think of the student's academic performance: exceeds, thorough, independently applies, advanced, consistently above</p>

STANDARDS FOR MATHEMATICAL PRACTICE

<p>Perseveres in solving and modeling word problems using various strategies/tools</p>	<p>Solves problems using mathematical thinking AND discusses/explains how they solved the problems. Looks for different strategies (concrete objects, number sentences, self-discovered strategies) to solve problems. Represents problem situations in MULTIPLE WAYS including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Uses different representations and explain the connections. Uses available tools when solving mathematical problems. Decides when certain tools might be helpful.</p>	
<p>Communicates and constructs mathematical arguments with precisions</p>	<p>Uses clear and precise language in their discussion with others and when they explain their own reasoning. Constructs arguments using concrete referents, such as objects, pictures, drawings, and actions. Practices mathematical communication skills as they participate in mathematical discussions. ("How did you get that?" "Explain your thinking." "Why is that true?") Explains their own thinking and listens to other's explanations.</p>	
<p>Uses repeated reasoning, trends, and/or patterns to make mathematical connections</p>	<p>Discerns a pattern or structure. (For instance, commutative property of addition, making a ten, jumping number line). Notices repetitive actions in counting, computation, etc. when given multiple opportunities with mathematics.</p>	

NUMBER AND OPERATIONS IN BASE TEN (NBT)

CONTENT STANDARD: MCC1.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.

Counts, writes, and represents numbers to 120	Counts to 75 by 1s beginning with any number from 0 to 74.	Counts to 100 (or greater) by 1s beginning from any number from 0 to 99 (or greater).
	Writes numbers less than 75 using numerals.	Writes numbers from 75 to 100 (or greater) using numerals.
	Counts to 75 by 1s. Writes numbers less than 75 using numerals. Represents numbers less than 75 using manipulatives and pictures. Represents numbers less than 75 as tens and ones using numerals, manipulatives, and pictures.	Counts to 100+ by 1s. Writes numbers from 0 to 100 (or greater) using numerals. Represents numbers from 0 to 100 (or greater) using manipulatives and pictures. Represents numbers from 0 to 100 (or greater) as tens and ones using numerals, manipulatives, and pictures.
	Identifies numbers that are one more and one less from any number between 0 and 75 with a hundreds chart.	Identifies numbers that are one more and one less from any number between 0 and 100 WITHOUT a hundreds chart.
	Discovers and identifies patterns between numbers WITH A 99 CHART	Discovers and identifies patterns between numbers WITHOUT A 99 CHART

GEOMETRY (G)

CONTENT STANDARD: MCC1.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.

Constructs two- and three-dimensional shapes and creates new shapes from the constructed shape	Uses a variety of manipulatives and real-world objects (such as paper shapes, geoboards, pattern blocks, color tiles, triangles cut from squares, tangrams, blocks, canned food, and gift boxes) to build larger two- and three-dimensional shapes.	
	Builds two-dimensional or three-dimensional shape from other shapes (Students do not need to use the formal names such as —right rectangular prism.).	
	Uses shapes to build two- and three-dimensional shapes found in their environment (such as cereal boxes, food cans, pyramids, sheets of paper, globes, plates, etc.).	
	Identifies and names two- and three-dimensional shapes in and outside of the classroom.	

CONTENT STANDARD: MCC1.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.

Divides circles and rectangles into two and four equal shares	Divides (partitions) regions into equal shares using a context such as cookies, pies, pizza, blocks of wood, brownies, construction paper, etc. Uses the words, halves, fourths, and quarters, and the phrases half of, fourth of, and quarter of. Understands that a whole is composed of two halves, or four fourths or four quarters.	Divides (partitions) regions into equal shares using a context such as cookies, pies, pizza, blocks of wood, brownies, construction paper, etc. Uses the words to describe more complex fractions (thirds, fifths, sixths, etc.) Understands the whole and that a whole is composed of two halves, or four fourths or four quarters AND OTHER COMPLEX FRACTIONS. Identifies the location of halves, fourths, and more complex fractions (thirds, fifths, etc.) on a number line
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MEASUREMENT AND DATA (MD)**MCC1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.**

Compares and orders objects by length	Measures objects by comparing the length of two objects by using a third object as a measuring tool.	Measures the length of objects using standard measurement with a ruler, yardstick, or measuring tape.
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MCC1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Tells and writes time in hours and half-hours	Reads both analog and digital clocks and then orally tells and writes the time to the hour and half-hour.	Reads both analog and digital clocks and then orally tells and writes the time to the hour, half-hour, quarter hour, and five minute segments of time.
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CONTENT STANDARD: MCC1.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.

Organizes, represents, and interprets data	Works with categorical data by organizing, representing and interpreting data. Constructs and interprets tally graphs and tables.	Works with categorical data by organizing, representing and interpreting data. Constructs and interprets tally, picture, and bar graphs and tables.
	Poses a question with 3 possible responses and works with the data collected. Asks and answers 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.	Poses a question with 4+ possible responses and works with the data collected. Asks and answers 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.

