

SPECTRUM

Common Core Language Arts and Math

Grade

1

Take the mystery out of the Common Core while supporting standards-based learning

- Standards overview with parent-friendly explanations
- Tips and activities for helping at home
- Skill-building practice activities
- Critical thinking and problem solving



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Common Core
Language Arts and Math

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Introduction to the Common Core State Standards Grade 1

Why Are Common Core State Standards Important for My Child?

The Common Core State Standards are a set of guidelines that outline what children are expected to learn at school. Most U.S. states have voluntarily adopted the standards. Teachers, principals, and administrators in these states use the standards as a blueprint for classroom lessons, district curriculum, and statewide tests. The standards were developed by a state-led collaboration between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).

The Common Core Standards set high expectations for your child's learning. They are up-to-date with 21st century technology and draw on the best practices of excellent schools around the world. They focus on important skills in reading, language arts, and math. Common Core State Standards aim to ensure that your child will be college and career ready by the end of high school and able to compete in our global world.



What Are the Common Core State Standards for My First Grade Student?

Common Core State Standards for your first grader are designed to build a solid foundation for reading, literacy, and mathematical understanding. On practice pages in this book, you will find references to specific Common Core Standards that teachers will expect your child to know by the end of the year. Completing activities on these pages will help your child master essential skills for success in first grade.

A Sample of Common Core Language Arts Skills for Grade 1

- Explain differences between fictional books and books that provide factual information.
- Read two stories, then compare and contrast the experiences of the two main characters.
- Use tables of contents, headings, glossaries, electronic menus, and other features to find information in texts.
- Think about the reasons an author gives to back up points.
- Pick out the beginning, middle, and ending sounds in one-syllable words.
- Write to give opinions, provide information, and tell stories.
- Use conjunctions such as *and*, *but*, and *or* to join two sentences.
- Choose the right verb to use in a sentence: *He walks*; *we walk*.

A Sample of Common Core Math Skills for Grade 1

- Use addition and subtraction within 20 to solve word problems.
- Know that since $8 + 3 = 11$, then $3 + 8 = 11$ is also true.
- Count to 120, starting with any number.
- Put three objects in order by length.
- Tell time in hours and half-hours.
- Make larger shapes from smaller shapes.
- Divide circles and rectangles into halves and fourths.

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How to Use This Book

In this book, you will find a complete **Common Core State Standards Overview** for first grade English Language Arts (pages 6–9) and Math (pages 64–67). Read these pages to learn more about the Common Core Standards and what you can expect your child to learn at school this year.

Then, choose **Practice Pages** that best address your child's needs for building skills that meet specific standards. Help your child complete practice pages and check the answers.



At the bottom of each practice page, you will find a **Helping at Home** tip that provides fun and creative ideas for additional practice with the skill at home.

Common Core State Standards for English Language Arts*

The following parent-friendly explanations of first grade Common Core English language arts standards are provided to help you understand what your child will learn in school this year. Practice pages listed will help your child master each skill.

Complete Common Core State Standards may be found here: www.corestandards.org.

RL/RI.1 Reading Standards for Literature and Informational Text

Key Ideas and Details

(Standards: RL.1.1, RL.1.2, RL.1.3, RI.1.1, RI.1.2, RI.1.3)

After reading a story or information article, your child will ask and answer questions about details from the text. • Practice pages: 10, 11, 15, 18

After reading a story, your child will describe the message or lesson of the story. After reading an information article, your child will describe its main topic. • Practice pages: 10, 11, 15, 19

After reading a story, your child will describe its characters, settings, and major events. • Practice pages: 12, 15, 16

After reading a nonfiction article, your child will make connections between pieces of information discussed in the text. • Practice page: 21

Craft and Structure

(Standards: RL.1.4, RL.1.5, RL.1.6, RI.1.4, RI.1.5, RI.1.6)

After reading a story or poem, your child will point out words and phrases that suggest feelings or appeal to the senses. • Practice page: 13

When your child comes to an unknown word, he or she will ask questions to find out its meaning. • Practice page: 20

Your child will learn the difference between fictional books that tell stories and nonfiction books that provide information. • Practice page: 14

Your child will learn the habit of using text features such as boldface words, headings, tables of contents, and glossaries to find information. • Practice pages: 18–21, 23

Your child will think about point of view and decide who is telling the story. • Practice page: 15

When reading nonfiction articles, your child will look for information provided by illustrations and graphics as well as text. • Practice pages: 21, 22, 23

Integration of Knowledge and Skills
(Standards: **RL.1.7, RL.1.9, RI.1.7, RI.1.8, RI.1.9**)

When reading, your child will use illustrations and graphics as well as details from the text to describe key ideas, characters, settings, and events. • Practice pages: 16, 22, 23

When reading a nonfiction article, your child will look for reasons and evidence an author uses to back up points. • Practice page: 26

Your child will compare and contrast the experiences of different characters in stories or compare and contrast two nonfiction articles about the same topic. • Practice pages: 17, 24, 25

RF.1 Reading Standards: Foundational Skills

Print Concepts
(Standard: **RF.1.1a**)

Your child will learn that a sentence always begins with a capital letter and always ends with a punctuation mark. • Practice pages: 27, 55, 56

Phonological Awareness
(Standards: **RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d**)

Your child will listen to words and tell whether they hear a short vowel sound (as in cap) or a long vowel sound (as in cape). • Practice pages: 28, 31

Your child will listen for each sound in a word and blend sounds together to make words. For a word such as map, your child will identify the beginning sound (/m/), the middle sound (short a), and the ending sound (/p/). • Practice pages: 29, 30, 31

Phonics and Word Recognition
(Standards: **RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g**)

Your child will learn that in some words, two consonants blend together to make a single sound (for example, sl in sled). • Practice page: 32

Your child will learn that long vowel sounds are spelled in many ways. In words like cube, the vowel sound is spelled vowel-consonant-silent e. In words like boat, wait, coin, and feet, the vowel sound is spelled with vowel combinations or “vowel teams.” • Practice pages: 35, 36

Common Core State Standards for English Language Arts*

Your child will read multi-syllable words by breaking them into syllables. Each syllable contains a vowel sound. • Practice pages: 33, 34, 37

Your child will understand that prefixes such as re- (as in redo) and suffixes such as -ing (as in walking) can be added to words. • Practice pages: 38, 39, 58

Your child will learn that some words are not spelled like they sound. He or she will learn to spell words with irregular spellings such as they and your. • Practice page: 40

W.1 Writing Standards

Text Types and Purposes (Standards: W.1.1, W.1.2, W.1.3)

Your child will state an opinion in writing and give a reason to support the opinion.
• Practice pages: 41, 42

Your child will write to provide facts about a topic. • Practice pages: 42, 46, 47

Your child will write stories that include two or more events and details about what happens in the story. • Practice pages: 43, 44, 45, 46, 48

Production and Distribution of Writing (Standards: W.1.5, W.1.6)

Your child will revise writing to make it more interesting and to answer questions from readers.
• Practice page: 45

Your child will write on a computer and print out his or her work to share with others.
• Practice page: 46

Research to Build and Present Knowledge (Standards: W.1.7, W.1.8)

Your child will gather ideas for writing by researching and by thinking about his or her own experiences. • Practice pages: 43, 47, 48

L.1 Language Standards

Conventions of Standard English (Standards: L.1.1a, L.1.1b, L.1.1c, L.1.1d, L.1.1e, L.1.1f, L.1.1g, L.1.1h, L.1.1i, L.1.1j, L.1.2a, L.1.2b, L.1.2c)

Your child will practice writing all 26 alphabet letters in both uppercase and lowercase forms.

• **Practice page:** 50

Your child will learn that common nouns such as dog and chair begin with lowercase letters and proper nouns such as Mario and Elm Street begin with capital letters. • **Practice page:** 49

Your child will learn to make subjects and verbs agree in sentences such as He walks and They walk. He or she will use verbs in the past, present, and future tense.

• **Practice pages:** 38, 39, 50

Your child will learn to add variety to writing by sometimes replacing the names of people and things with pronouns such as he, she, and it. • **Practice page:** 56

Your child will use adjectives such as blue and soft to describe things. • **Practice page:** 51

Your child will use words such as and, but, and or to join two related sentences. The sentences I like to swim and I like to dive can be combined: I like to swim and dive. • **Practice page:** 52

Your child will use the articles a or an in front of a word depending on its beginning sound: a grape, an orange. • **Practice page:** 53

Your child will use prepositions such as beyond and toward to explain where things are located or how they relate to each other. • **Practice page:** 54

Your child will read and write sentences that end with periods, question marks, and exclamation marks. • **Practice pages:** 55, 56

Your child will learn to use capital letters and commas in names such as James Hall, dates such as January 12, 2018, and lists such as yellow, green, and blue. • **Practice pages:** 49, 57

Vocabulary Acquisition and Use

(Standards: L.1.4b, L.1.4c, L.1.5a, L.1.5b, L.1.5d, L.1.6)

Your child will understand that prefixes such as re- (as in redo) and suffixes such as -ing (as in walking) can change the meanings of words. • **Practice pages:** 38, 39, 58

Your child will sort items into logical categories. For example, he or she will sort foods into fruits and vegetables. • **Practice pages:** 59–61

Your child will think about differences between words that have similar meanings, such as walk, march, and strut. • **Practice page:** 62

Your child will learn new words from reading and use them in speaking and writing.

• **Practice page:** 63

Main Ideas and Details

Read the story. Answer the questions.

At the Pond

One warm spring day, the ducklings decided to go to the pond. The ducklings wanted to go for a swim.

“Can we go too?” the chicks asked.

“Chicks cannot swim,” the ducklings laughed.

“We will run in the tall grass and look for bugs. Please let us come.”

So, the ducklings and the chicks set off for the pond.

The ducklings swam in the pond. They splashed in the water. The chicks ran in the tall grass. They looked for bugs. The ducklings and the chicks had a lot of fun. After a while, the ducklings and the chicks were tired. They were **exhausted** from playing hard. They missed their mothers. They missed their nests. It was time to go home.



- The main idea is the big point of the story. Which sentence tells the main idea?
 - Ducklings have fun swimming.
 - Chicks and ducklings hatch from eggs.
 - Both ducklings and chicks can have fun at the pond.
- A detail is a small point in the story. Which sentence tells a detail?
 - They looked for bugs.
 - Both ducklings and chicks can have fun at the pond.
 - A flower grew by the pond.
- What does the word *exhausted* mean?
 - tired
 - silly
 - angry



Talk about your child's favorite movie or TV show. Make a statement about it such as "the boat had a leak," or "the boy was happy because he made new friends." Ask your child to tell whether each statement is a detail or a main idea.

Main Ideas and Details

Read the story. Answer the questions.

The Fox and His Trap

One day, Fox was busy making something. Turtle came by.

“What are you making, Fox?” Turtle asked. “Nothing,” Fox answered. “It looks like a trap to me,” Turtle said as he walked away.

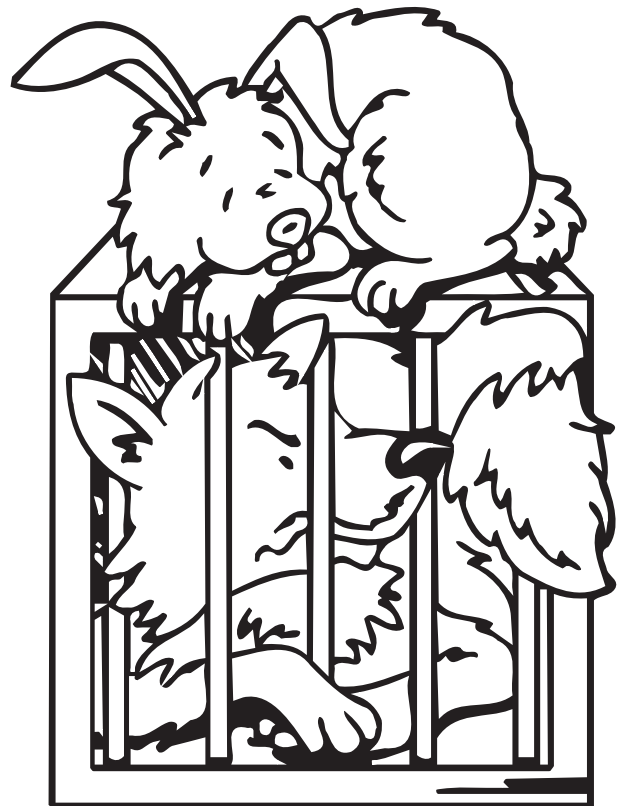
Soon, Mouse came by. “What are you making, Fox?” Mouse asked. “Nothing,” Fox answered. “It looks like a trap to me,” Mouse said as he crawled away.

Before long, Duck came by. “What are you making, Fox?” Duck asked. “Nothing,” Fox answered. “It looks like a trap to me,” Duck said as she waddled away.

Just as Fox finished, Rabbit came by. “What did you make, Fox?” Rabbit asked. “A home for a rabbit,” Fox said. “It looks like a trap to me,” Rabbit said. “Nonsense,” Fox said. “Come closer and have a look.”

“But I don’t think I will fit,” Rabbit said.

“Nonsense!” Fox laughed. “It’s big enough for me.” Fox crawled inside. With Fox inside, Rabbit shut the latch. The door was shut tight. Rabbit hopped off, saying, “It looks like a trap to me.”



1. Who got caught in Fox’s trap?
A. the turtle
B. the mouse
C. the fox
2. Why did Fox want to make a trap?
A. He liked to build things.
B. He wanted to catch Rabbit.
C. He had extra wood.
3. Why do you think the fox always said, “Nothing,” when others asked what he was making? _____
4. Why do you think Rabbit knew to shut the latch? _____



Characters, Settings, and Events

Read the story. Answer the questions.



A Hot Summer Day

It was a hot summer day. "This is a good day to be lazy. I will lie in the shade of the apple tree," Billy said.

Soon, Katie came skipping by. "What are you doing?" she asked.

"Oh, nothing," Billy replied.

"I think I will do nothing, too," Katie said. She sat down next to Billy.

They saw an ant pulling a big leaf. A ladybug flew onto Katie's hand. A grasshopper hopped by. A bee landed on a flower. "It is fun doing nothing," Billy and Katie said.

1. Write a sentence to tell the main event of the story. _____

Draw the setting. It is where the story takes place.

Draw Billy and Katie.



Talk about one of your child's favorite characters from books, movies, or TV. Describe the character's physical and personality traits. Then, see who can name the most settings from the character's stories. Who can name the most events?

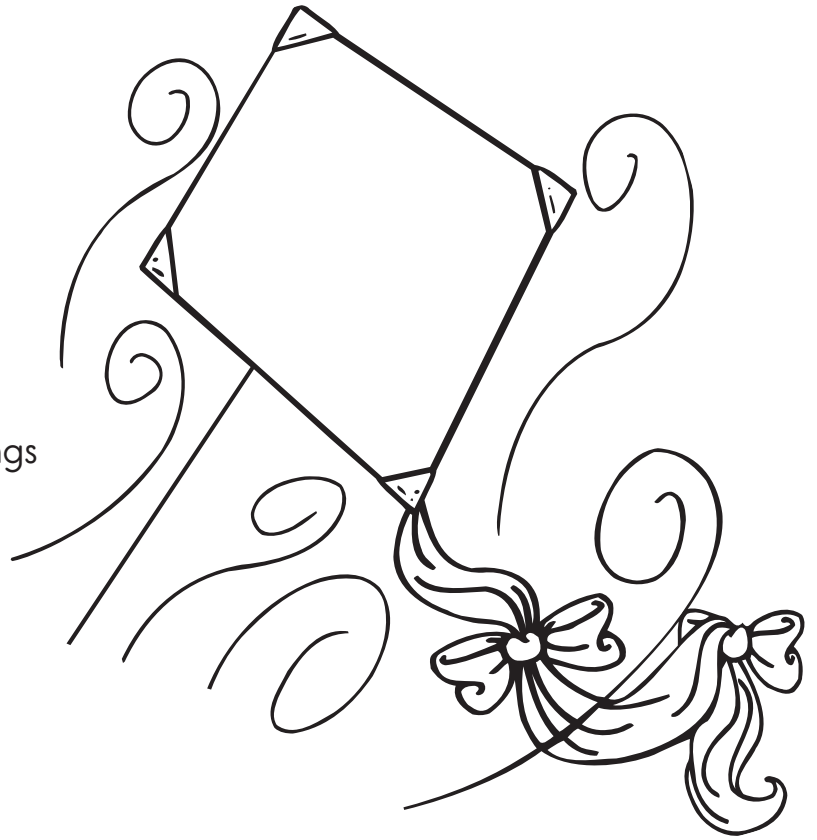
Words that Show Feelings

Read the poem.

I
love
spring
more than
anything.
More than anything,
I love spring.

I like to sing in the spring
about the flowers spring brings
and how I wish
I were a bird with wings.

I like to hold a kite
by its string
and fly on a swing.
I feel like a king
in the
spring.



Answer the questions.

1. Find a word or a group of words in the poem that shows feeling. Write it on the line. _____
2. Write a sentence about the word or the group of words you wrote. _____

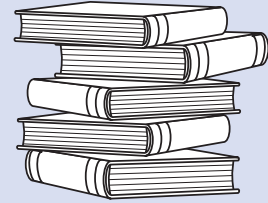
3. Have you ever felt this way? Write a sentence about it. _____



Choose summer, winter, or fall. Brainstorm with your child a list of words that describe the season. Talk about what feelings the words evoke. You may wish to use the words to write sentences or a poem.

Fiction and Nonfiction

Some books tell stories. They are called **fiction**. Some books give facts. They are called **nonfiction**.



Read the titles. Check what kind of book it is.

Book Title	Story (Fiction)	Fact (Nonfiction)
1. <i>The Life of the President</i>		
2. <i>Natalie's Great Clubhouse in Her Yard</i>		
3. <i>How to Peddle a Bike</i>		
4. <i>The History of the State of Texas</i>		
5. <i>Mike's Field Trip to the Zoo</i>		

Find three books. Write down the titles. Check what kind of book it is.

Book Title	Story (Fiction)	Fact (Nonfiction)
6.		
7.		
8.		



Visit a public library with your child. Choose one of your child's favorite subjects, such as pets or trains. Ask a librarian to help your child locate both fiction and nonfiction books about the subject. Read and compare the two types of books.

Point of View

Read the story. Answer the questions.

The Race

Sammy Snail was sad. He wanted to run in the big race, but he was too slow. Robby Rabbit hopped up to Sammy Snail. "Why are you so sad?" he asked.

"I am too slow to be in the big race," Sammy Snail cried.

"Sammy Snail, you are too slow!" Robby Rabbit laughed as he hopped down the road.

Kami Kangaroo saw Sammy Snail on her way to the race. "Why are you crying?" she asked.

"I am too slow to be in the big race," cried Sammy Snail.

"Don't cry. I will help you," Kami Kangaroo said. She picked up Sammy Snail. She dropped him in her kangaroo pouch.

Soon, it was time for the big race. Robby Rabbit and Kami Kangaroo raced together. As they hopped to the finish line, Kami Kangaroo took Sammy Snail out of her pouch. She set him down across the finish line. Sammy Snail won the big race!



1. Who are the characters in this story? _____
2. Which animal told Sammy Snail he was too slow? _____
3. Which animal helped Sammy Snail? _____
4. A narrator tells a story but is not a character in the story. This story has a narrator. Write a sentence from the narrator's part of the text. _____



Using Illustrations

Read the story. Answer the questions.

The Show

Ruby and her friends put on a music show. The show was in July. Judy played a tune on her flute. Hugo played the bugle. Luke marched in his new uniform. Susan danced in her cute tutu. June and Ruby played a duet on their lutes. Duke played his huge tuba to end the show. Ruby said her friends were all super!

1. Color the picture. Look at the people in the picture.



2. Who did you color? _____
 3. Who are the characters? _____
 4. What is the setting, or where the story takes place? _____
 5. What was the main event? _____
- _____



Do an online search for an image of a famous painting such as van Gogh's *Starry Night* or Chagall's *I and the Village*. Admire the pictures with your child, pointing out and describing details. Invite your child to make up stories about the paintings.

Comparing Characters

Read the story.

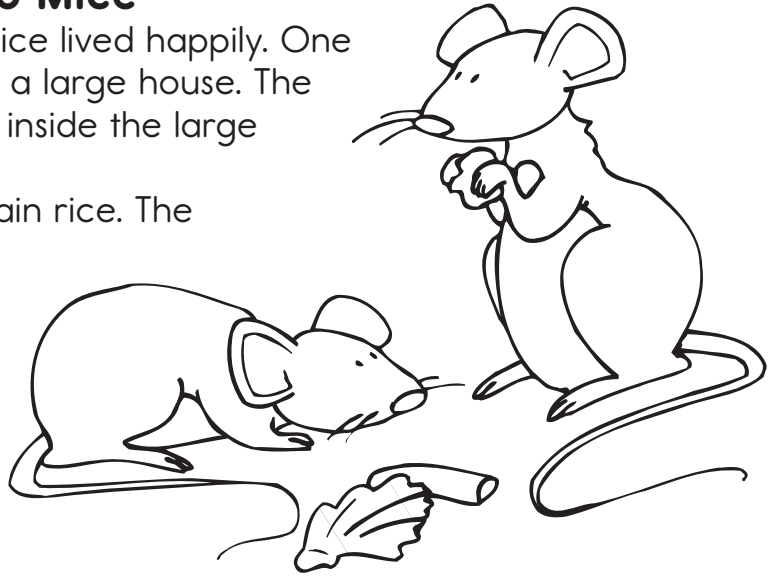
A Tale of Two Mice

Once upon a time, two little mice lived happily. One mouse lived under a vine outside a large house. The other mouse lived under the tiles inside the large house.

The vine mouse liked to eat plain rice. The tile mouse liked to eat bites of fine food.

The vine mouse liked to play hide-and-seek outside. The tile mouse liked to sit inside.

The two mice were opposites. Still, the two mice were fine friends.



Fill in the chart. Write three facts about the vine mouse and the tile mouse.

Vine Mouse	Tile Mouse



Choose a fairy tale or another story your child knows well. Take turns giving each other clues about one of the characters. Can you guess the character based on the clues? Think of some clues that could describe more than one character.

Reading for Details

Butterflies are lovely to look at, but here is how to make one you can eat!

Tasty Butterflies

You will need:

- 2 frozen pancakes
- 1 banana
- 2 grapes
- 2 pieces of link sausage
- 2 toothpicks
- jelly

Here is how to make it:

- Toast the pancakes and cut them in half. This will make the four pieces you will need for the four wings of the butterfly.
- Peel the banana and place it on the plate. This will be the butterfly's body.
- Place the cut sides of the pancakes next to the banana to form the butterfly's wings.
- Spread jelly on the "wings."
- Use the toothpicks to hold the grapes on the banana as eyes.
- Cook the sausages and place them at the top of the banana as antennae.

Use details from the text to fill in the missing words.

1. The _____ will make the butterfly's body.
2. The wings will be covered with _____.
3. Butterflies have four _____.
4. The antennae will be made from _____.
5. A butterfly has two _____ to see with.



Use a cereal box or other product package. Challenge your child to answer your questions based on text he or she can find on the package. Ask, "What is in the box? How much does it weigh? What is it made of? How do you use it?"

Main Ideas

Each title tells a main idea. Write each title above the correct passage. Remember to ask yourself, "Does this title tell about the whole passage?"

The Water Cycle of the Dead Sea

What is the Dead Sea?

1. _____

The Dead Sea is a saltwater lake. It is in Asia. It is near Jordan and Israel. The lake is very deep. It is deeper at the north end. It is over 1000 feet below sea level. The south end of the Dead Sea is shallow.

3. _____

The Dead Sea is valuable. It is easy to get salt from it. People use the water for beauty and health. Some people go there to fix skin problems. Many people go to the Dead Sea for those reasons.

The Uses of the Dead Sea

The Salty Waters of the Dead Sea

2. _____

The Dead Sea is much saltier than the ocean! The salt is very thick. No plants can grow in the water. No animals can live in the water. That is why it is called the Dead Sea. The salt is so thick that swimmers can float on top!

4. _____

The Dead Sea gets water from the Jordan River. The river goes into the sea. Other small streams go into the Dead Sea, too. No rivers lead out of the sea. The water stays in place. It gets very salty this way. The Dead Sea is in a desert, so it gets salty fast!



Look at a nonfiction book or Web site with your child. Read some headings and subheadings aloud. Ask your child to make predictions about what facts will be found below. Read on to find out if your child's guesses are correct.

Vocabulary Words

Read the text. Look at the bold words closely.



Hamsters

Hamsters are small animals. They were found in Syria hundreds of years ago. They live in many parts of the world. Hamsters like to **hoard**, or keep, food in their big cheeks. Their cheeks are like pouches. They store nuts and seeds inside. Hamsters are known to like to stay up at night. This means they are **nocturnal**. Some family members think hamsters are great pets. But hamsters like to **stay up very late!**

Answer the questions.

1. What does the word *hoard* mean? _____

2. What does the word *nocturnal* mean? _____

3. What does it mean to stay up very late? _____

4. Choose a bold word or group of words. Write your own sentence using the word or group of words. _____



Let your child decorate a craft stick with question marks and a pair of eyes. When reading together, let your child point the stick at unknown words. Then, search the surrounding words for clues to the new word's meaning.