



## COMMON CORE SUPPLEMENT

# Grade 1

Welcome to the Oak Meadow Common Core Supplement for Grade 1. These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to follow Common Core Standards.

### Introduction

Oak Meadow provides a creative, flexible, and hands-on approach to learning that meets the intellectual and developmental needs of K–8 students. Our K–4 curriculum is aimed at helping students develop their individual character, environmental awareness, healthy physical growth, personal relationships, imagination, and creativity. It also encourages critical thinking, speaking, and writing skills that allow students to make decisions and share their ideas and understanding effectively.

While our courses provide a compelling and complete learning experience, our program may not be in complete alignment with Common Core Standards in a few areas. After a rigorous analysis of all our courses, we have developed a series of supplements to accompany our materials for families and schools who utilize our curricula. These additions make our materials Common Core compliant. These Common Core additions are either stand-alone new lessons or add-ons to existing lessons.

In the early years (K–4), our approach to learning is especially Waldorf-inspired and seeks to educate the child in a holistic manner that is focused around a child’s social emotional health, physicality, and emerging academic skills. We allot a significant amount of time for free exploration and artistic and hands-on endeavors. Our curriculum builds on a child’s creativity and is largely based on experiential learning and storytelling. For this reason, our activities and assignments can vary from those presented in a traditional school setting. For example, we do not encourage our students to use electronic devices at this level. Although many families and schools choose to integrate technology with our program, we do not include the use of computer research or keyboarding in K–4 assignments. Another area where we often do not align with a classroom-based program is in the quantity of assignments that involve group collaboration. This is due to the home-based nature of our program. For schools and groups using our curriculum, these supplements will be easily implemented as part of the lessons.

# Grade 1—ELA Standards

Oak Meadow does not emphasize the standards listed below in first grade because of our holistic approach to literacy learning which emphasizes developing a rich language base through oral storytelling, learning auditory discrimination and phonics through verse and stories, and modeling correct grammar and punctuation in written sentences that are then read aloud. Students gain experience with words and sentences as a whole before they begin learning rules of punctuation and spelling (in second grade).

## **CCSS.ELA-LITERACY.L.1.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Not emphasized:

### **CCSS.ELA-LITERACY.L.1.2.C**

Use commas in dates and to separate single words in a series.

## **CCSS.ELA-LITERACY.L.1.4**

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.

Not emphasized:

### **CCSS.ELA-LITERACY.L.1.4.B**

Use frequently occurring affixes as a clue to the meaning of a word.

### **CCSS.ELA-LITERACY.L.1.4.C**

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

## **CCSS.ELA-LITERACY.RF.1.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

Not emphasized:

### **CCSS.ELA-LITERACY.RF.1.3.C**

Know final -e and common vowel team conventions for representing long vowel sounds.

### **CCSS.ELA-LITERACY.RF.1.3.F**

Read words with inflectional endings.

### **CCSS.ELA-LITERACY.RF.1.3.G**

Recognize and read grade-appropriate irregularly spelled words.

**CCSS.ELA-LITERACY.RF.1.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.1.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.1.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.1.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.RI.1.5**

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**CCSS.ELA-LITERACY.RI.1.10**

With prompting and support, read informational texts appropriately complex for grade 1.

**CCSS.ELA-LITERACY.SL.1.1**

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.1.1.A**

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-LITERACY.SL.1.1.B**

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**CCSS.ELA-LITERACY.SL.1.1.C**

Ask questions to clear up any confusion about the topics and texts under discussion.

**CCSS.ELA-LITERACY.W.1.1**

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**CCSS.ELA-LITERACY.W.1.2**

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

**CCSS.ELA-LITERACY.W.1.3**

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.

**CCSS.ELA-LITERACY.W.1.5**

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CCSS.ELA-LITERACY.W.1.6**

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

**CCSS.ELA-LITERACY.W.1.7**

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**Supplemental Resources for ELA**

*Explode the Code, Book 1 ½* by Nancy Hall and Rena Price

*Explode the Code, Book 2* by Nancy Hall and Rena Price

*Handwriting without Tears: Printing Power, Grade 1* by Jan Olsen

## Grade 1—Math Standards

The following Common Core standards are not addressed in Grade 1 Math.

**Number and Operations in Base Ten: Understand place value.****CCSS.MATH.CONTENT.1.NBT.B.2**

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

**CCSS.MATH.CONTENT.1.NBT.B.2.A**

10 can be thought of as a bundle of ten ones — called a “ten.”

**CCSS.MATH.CONTENT.1.NBT.B.2.B**

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

**CCSS.MATH.CONTENT.1.NBT.B.2.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).

**CCSS.MATH.CONTENT.1.NBT.B.3**

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

**Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.****CCSS.MATH.CONTENT.1.NBT.C.4**

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.

**CCSS.MATH.CONTENT.1.NBT.C.5**

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

**CCSS.MATH.CONTENT.1.NBT.C.6**

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.

**Measurement and Data: Measure lengths indirectly and by iterating length units.****CCSS.MATH.CONTENT.1.MD.A.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.

**Measurement and Data: Tell and write time.****CCSS.MATH.CONTENT.1.MD.B.3**

Tell and write time in hours and half-hours using analog and digital clocks.