

Approved Facility Schools
Appendix 1
Science Connections to Common Core State Standards
1st Grade

ELA/Literacy:

- **RI.1.1** Ask and answer questions about key details in a text. (1-LS1-2) (1-LS3-1)
- **RI.1.2** Identify the main topic and retell key details of a text. (1-LS1-2)
- **RI.1.10** With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)
- **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. (1-PS4-2)
- **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). (1-PS4-1) (1-PS4-2) (1-PS4-3) (1-PS4-4) (1-LS1-1) (1-LS3-1) (1-ESS1-1) (1-ESS1-2)
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1) (1-PS4-2) (1-PS4-3) (1-LS3-1) (1-ESS1-1) (1-ESS1-2)
- **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. (1-PS4-1) (1-PS4-2) (1-PS4-3)

Mathematics:

- **MP.2** Reason abstractly and quantitatively. (1-LS3-1) (1-ESS1-1)
- **MP.4** Model with mathematics. (1-ESS1-2)
- **MP.5** Use appropriate tools strategically. (1-PS4-4) (1-LS3-1) (1-ESS1-2)
- **1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4) (1-LS3-1)
- **1.MD.A.2** Express the length of an object as a whole number of length units, by layering 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. (1-PS4-4)
- **1.NBT.B.3** Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $\square\square$, $\square\square$, and \square . (1-LS1-2)
- **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 uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)

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- **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. (1-LS1-2)
- **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. (1-LS1-2)

- **1.OA.A.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 to represent the problem. (1-ESS1-2)

- **1.MD.C.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. (1-ESS1-2)