



1

Common Core State Standards

English Answer Keys

Grade 1

- **Math Standards**
- **English Standards**

**Worksheets and Activities
that assess every standard!**

Reading: Literature**RL.1.1 Assessment**

Answers will vary. Sample answers:

1. Robert and "I" (the narrator, or the other boy)
2. Come from Texas vs. California, farm animals vs. hamster and fish, 3 brothers and 2 sisters vs. only child, country music vs. rock music
3. Both like to draw, like Legos, collect things, and are good friends.
4. *Questions will vary.*

RL.1.2 Assessment

If this book is not available, adapt the form to suit another book that is.

TITLE: Miss Rumphius

AUTHOR: Barbara Clooney

Other answers will vary.

RL.1.3 Assessment

If this book is not available, adapt the form to suit another book that is.

TITLE: Arthur's TV Trouble

Other answers will vary.

RL.1.4 Assessment

Responses will vary depending on story or poem chosen. Make sure the words found are accurately described with feeling words. Then, students should draw a picture that matches.

RL.1.5 Assessment**THE ROCK FACTORY:**

1. No
2. Yes
3. No
4. Inform

THE HILL AND THE ROCK

1. Yes
2. Yes
3. Yes
4. Entertain

RL.1.6 Assessment

1. Little Alice
2. Miss Rumphius
3. Miss Rumphius

RL.1.7 Assessment

Responses will vary. Students should demonstrate a clear understanding of characters, settings, and events.

RL.1.9 Assessment

Responses May Vary. Possible responses may include:

RF event: doesn't want to share scales

GL event: doesn't want to share aphids

RF event: Rainbow Fish's greed causes friends to no longer play with him.

GL event: Ladybug's anger pushes her to fight.

Accurate comparisons and contrasts should be drawn from whatever events are chosen.

RL.1.10 Assessment

Students may use this record sheet to record their reading in appropriate grade-level books and poems in various genres and styles.

Reading: Informational Text**RI.1.1 Assessment**

Sample answers:

1. Water is stored in the cactus roots, stems, and leaves.
2. A cactus lives in areas of the world that are hot, dry, and have little rain.
3. A cactus may grow as tall as 63 feet.
4. *Questions will vary.*

RI.1.2 Assessment

Answers will vary, however details should support the main idea.

RI.1.3 Assessment

Answers will vary, however answers should show an understanding of the story. Accurate comparisons and contrasts should be made.

RI.1.4 Assessment

Answers will vary, however, words chosen should come from the text. Word meanings should reflect clues or pictures from text.

RI.1.5 Assessment

Answers will vary. Page numbers written should indicate where the nonfiction text features were located.

RI.1.6 Assessment

1. text
2. text
3. both
4. text
5. both
6. both
7. text
8. picture

RI.1.7 Assessment

Answers will vary. Written details should be from the text provided. Text or Picture should be circled to indicate from where the detail came.

RI.1.8 Assessment

Answers will vary, however, they should indicate an understanding of the author's purpose, as well as some evidence to support.

RI.1.9 Assessment

Answers will vary, however, they should compare and contrast the two chosen texts.

RI.1.10 Assessment

Students may use this record sheet to record their reading in appropriate grade-level books and stories in various genres and styles.

Reading: Foundational Skills

RF.1.1 Assessment

1. Tom plays kickball with his pal Sam.
2. Candy can swim very well in the pool.
3. Kids can jump and run in the park.
4. Mom and dad will bring us to the zoo.
5. The box has ten small ants inside.

RF.1.2 Assessment A

- | | |
|---------------|----------------|
| 1. c - a - t | 6. p - o - t |
| 2. sh - u - t | 7. f - ee - t |
| 3. p - oo - l | 8. w - i - th |
| 4. c - a - p | 9. b - e - d |
| 5. wh - i - p | 10. h - i - ss |

RF.1.2 Assessment B

- | | |
|------------------|-----------------|
| 1. sneeze (long) | 6. quake (long) |
| 2. trap (short) | 7. chip (short) |
| 3. flight (long) | 8. sled (short) |
| 4. mud (short) | 9. fruit (long) |
| 5. coat (long) | 10. cot (short) |

Listen for segmented phonemes as the students read the words.

RF.1.2 Assessment C

Use current spelling or unit vocabulary words, or use these suggested words:

1. sh - a - pe (shape)
2. b - ea - t (beat)
3. n - o - d (nod)
4. m - a - th (math)
5. s - ui - t (suit)

RF.1.3 Assessment A

1. cobweb I hear 2 syllables.

2. after I hear 2 syllables.

3. bank I hear 1 syllables.

4. butterfly I hear 3 syllables.

5. harsh I hear 1 syllables.

RF.1.3 Assessment B

Listen for proper reading as the students read the words aloud.

- | | | |
|-----------------|--------------|-------------|
| 1. <u>heat</u> | heet | hete |
| 2. <u>snayk</u> | <u>snake</u> | snak |
| 3. <u>kiit</u> | kyte | <u>kite</u> |
| 4. <u>coat</u> | cote | cowt |
| 5. <u>floot</u> | <u>flute</u> | fluit |

RF.1.3 Assessment C

1. hand / some
2. pen / guin
3. most / ly
4. pre / heat
5. sil / ly

Words read correctly get check marks in the boxes. Attempt all 15 words.

RF.1.4 Assessment

Use the form and the directions on the following page to check for reading accuracy and comprehension. Keep a running record of each student's reading progress.

Writing**W.1.1 Assessment**

Responses will vary, but students should express an opinion about a topic or a book and give 4 reasons for their opinion.

W.1.2 Assessment - Pages 1 & 2

Responses will vary.

Students use the form on page 1 to organize ideas. Then they write a draft using page 2. Writing should include a topic, facts about the topic, and a sense of closure.

W.1.3 Assessment - Pages 1 & 2

Responses will vary.

Students use the form on page 1 to organize ideas for a story. Then they write a draft using page 2. Writing should include a events, order words, and a sense of closure.

W.1.5 Assessment

Students should use this form to show that they are getting input from peers about their writing and that they are responding to the advice given.

W.1.6 Assessment

Responses will vary. Students should use this form to record the types of digital resources used in writing.

W.1.7 Assessment

Responses will vary. Students should use this form to record research done during a group writing project.

W.1.8 Assessment

Responses will vary. Students should use this form to record research done to answer a question. Evidence should support answers.

Speaking & Listening**SL.1.1 Assessment**

Use this form to assess a student's speaking and listening in a group discussion setting.

SL.1.2 Assessment

Responses will vary. Questions and answers should pertain to story being discussed.

SL.1.3 Assessment

Responses will vary. Questions and answers should pertain to what the speaker has said and what is being discussed.

W.1.4 Assessment - Pages 1 & 2

Responses may vary. Descriptions should include relevant details, and express ideas and feelings clearly about best friends, classrooms, favorite toys, and birthdays.

W.1.5 Assessment

Responses may vary. Descriptions should include relevant details and feelings, and a picture to help clarify feelings.

W.1.6 Assessment

Responses may vary. Sample answers:

PICTURE ONE:

- They are getting ready for a party.
- Mom is blowing up balloons for a party.
- Two girls are getting ready for a birthday party.

PICTURE TWO:

- One girl is kicking a ball, and another is watching.
- Girls are playing soccer.
- Girls are kicking a ball.

PICTURE THREE:

- A girl is painting.
- A girl is painting a picture of a man and a sun.

Language - Part 1

L.1.1 Assessment A

Teachers read these letters:

B	R	P	D
S	C	K	Y
E	M	N	Q

Then read these ones:

z	g	b	d
j	p	q	y
a	u	e	o

L.1.1 Assessment B

1. bull
2. They Six Flags
3. his chips
4. He I
5. boxes Kate's

L.1.1 Assessment C

1. walked
2. will sing
3. large small
4. bright during
5. under

L.1.1 Assessment D

1. but
2. because
3. before
4. since
5. once

L.1.2 Assessment A

1. Last **week**, Stacy and Frieda played checkers, chess, and Uno.
2. My brother **Bob left** for college on **September 4, 2010**.
3. **Ken**, **Patty**, **Myra**, and **Jon play** basketball every **Saturday**.
4. I have **three** hamsters named **Rocko**, **Pete**, and **Freddy**.
5. **On Sunday, December 8**, we will have a **party** for my uncle.

L.1.2 Assessment B

Answers will vary depending on words given to students. It is suggested to use current vocabulary words from your math, science, or language units.

Make sure students are filling in the bottom section with words they had difficulty spelling.

L.1.4 Assessment A

1. We pulled the **back** from the tree to use as a shovel. 
2. A **bat** flew over my head as I entered the **cabin**. 
3. My **papa** and I like to **bowl** every **Saturday**. 
4. I like to watch funny **shows** on TV with my **aunt**. 
5. There was a dirty little **fly** on my **hamburger**! 

L.1.4 Assessment B

1. heat before
2. doesn't use care
3. type again
4. loosen the lace
5. full of beauty

L.1.4 Assessment C

1. clapped
2. cheering
3. smile
4. dropped
5. climbed

Language - Part 2

L.1.5 Assessment A

<u>ANIMALS</u> hamster seahorse cricket ladybug snake eagle	<u>RED THINGS</u> rose cherry strawberry ladybug blood
<u>SQUARE THINGS</u> tile napkin window cracker waffle	<u>THINGS WITH WHEELS</u> roller skate truck skateboard bicycle shopping cart

L.1.5 Assessment B

Answers will vary for the top section. Make sure they make sense.

Bottom Section:

1. run
2. wailed
3. devour
4. yell
5. leap

L.1.6 Assessment

Answers will vary depending on books read and student vocabulary.



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Common Core State Standards

Math Answer Keys

Grade 1

- **Math Standards**
- **English Standards**

**Worksheets and Activities
that assess every standard!**

Operations and Algebraic Thinking
1.OA.1 Assessment

1. $12 + 5 = 17$ fish
2. $18 - 7 = 11$ cookies
3. $17 - 13 = 4$ cards
4. $16 - 10 = 6$ pennies
5. $14 + 6 = 20$ pieces of food

1.OA.2 Assessment

1. $5 + 3 + 7 = 15$ vegetables
2. $6 + 7 + 5 = 18$ animals
3. $7 + 13 + 0 = 20$ stickers
4. $4 + 5 + 8 = 17$ crayons
5. $3 + 5 + (3 + 5) = 16$ minutes

1.OA.3 Assessment

- | | | |
|--------|--------|--------|
| 1. 10 | 2. 15 | 3. 16 |
| 4. 19 | 5. 12 | 6. 17 |
| 7. 11 | 8. 19 | 9. 18 |
| 10. 17 | 11. 15 | 12. 14 |

1.OA.4 Assessment

- | | |
|------|--------|
| 1. 8 | 6. 4 |
| 2. 6 | 7. 8 |
| 3. 5 | 8. 7 |
| 4. 5 | 9. 15 |
| 5. 6 | 10. 12 |

1.OA.5 Assessment

1. 18
2. 8
3. 19
4. 8
5. 18

1.OA.6 Assessment A

- | | |
|-------|-------|
| 1. 10 | 6. 10 |
| 2. 7 | 7. 8 |
| 3. 6 | 8. 10 |
| 4. 9 | 9. 9 |
| 5. 4 | 10. 5 |

1.OA.6 Assessment B

- | | |
|-------|--------|
| 1. 18 | 6. 10 |
| 2. 11 | 7. 13 |
| 3. 19 | 8. 13 |
| 4. 15 | 9. 20 |
| 5. 17 | 10. 12 |

1.OA.7 Assessment

- | | |
|------|-------|
| 1. T | 6. T |
| 2. T | 7. F |
| 3. F | 8. F |
| 4. F | 9. T |
| 5. F | 10. T |

1.OA.8 Assessment

- | | |
|-------|--------|
| 1. 6 | 6. 5 |
| 2. 13 | 7. 20 |
| 3. 7 | 8. 3 |
| 4. 3 | 9. 12 |
| 5. 15 | 10. 13 |

Numbers and Operations in Base Ten
1.NBT.1 Assessment

1. 34, 36, 38, 39, 40, 41, 43
2. 99, 102, 103, 104, 106
3. 72, 74, 76, 77, 79, 80, 81
4. 105, 106, 107, 109, 110, 111, 112
5. 47, 49, 50, 51, 52, 53, 54, 56

1.NBT.2 Assessment

1. 1 tens, 3 ones = 13
2. 3 tens, 5 ones = 35
3. 6 tens, 1 ones = 61
4. 2 tens, 7 ones = 27
5. 4 tens, 0 ones = 40
6. 5 tens, 4 ones = 54
7. 7 tens, 0 ones = 70
8. 1 tens, 7 ones = 17
9. 2 tens, 1 ones = 21
10. 0 tens, 8 ones = 8

1.NBT.3 Assessment

- | | |
|------|-------|
| 1. > | 6. > |
| 2. < | 7. = |
| 3. < | 8. < |
| 4. = | 9. > |
| 5. > | 10. < |

1.NBT.4 Assessment

- | | |
|--------|---------|
| 1. 74 | 6. 86 |
| 2. 72 | 7. 69 |
| 3. 97 | 8. 91 |
| 4. 88 | 9. 83 |
| 5. 100 | 10. 112 |

1.NBT.5 Assessment

- | | |
|-------|--------|
| 1. 25 | 6. 56 |
| 2. 77 | 7. 80 |
| 3. 19 | 8. 94 |
| 4. 33 | 9. 22 |
| 5. 81 | 10. 48 |

1.NBT.6 Assessment

- | | | |
|-------|-------|-------|
| 1. 10 | 4. 50 | 7. 80 |
| 2. 10 | 5. 0 | 8. 20 |
| 3. 30 | 6. 10 | 9. 0 |

Answers will vary for the bottom problem.







Measurement & Data
1.MD.1 Assessment

- | | |
|----------|----------------------|
| 1. 3,2,1 | 2. 3,1,2 |
| 3. 2,1,3 | 4. 1,3,2 |
| 5. 3,1,2 | 6. answers will vary |

1.NBT.2 Assessment

1. 8 units
2. 9 units
3. 7 units
4. 6 units
5. 4 units

1.MD.3 Assessment

- | | | |
|---|---|---|
| 1. 9:00 | 2.  | 3. 11:00 |
| 4.  | 5. 3:30 | 6.  |
| 7. 6:00 | 8.  | 9. 4:30 |
| 10.  | 11. 8:30 | 12.  |

1.MD.4 Assessment

1. 5 cows
2. 7 pigs
3. $8 - 5 = 3$ more
4. $5 + 7 + 8 = 20$ animals
5. $5 + 7 = 12$ cows and pigs

Geometry

1.G.1 Assessment

Possible Answers:







1. A type of triangle
2. Small red oval, circle, or other curved shape.
3. Square or rhombus
4. Varied
5. Pentagon or other 5-sided shape
6. Small, pink, oval or circle

1.G.2 Assessment

Responses will vary, depending on the shapes constructed. Students should show an understanding of the characteristics of different shapes and solids.

1.G.3 Assessment

Possible Answers:

1. 
2. 
3. 
4. 
5. 
6. 

Actual shaded or cut pieces may vary. In case of shading, make sure the proper number of pieces are colored. In case of cutting into fractions, make sure the proper number of pieces are made and that they are all the same size.