



# 1

# Common Core State Standards

## First Grade Assessments

## Grade 1

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

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

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# 1

# Common Core State Standards

**English Assessments**

## Grade 1

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

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read, or listen to the teacher read, the passage below about a new friend. Answer the questions about the text. Then, ask your own question that can be answered by reading the text.

## Assessment

### A New Friend

I have a new friend named Robert. He is 7 years old and just moved to our town from Lubbock, Texas. I have never been to Texas. I grew up in California. Robert said that he lived on a ranch and had cows and horses. I have a hamster and a fish. I'd love to have a horse! Robert has 3 brothers and 2 sisters, but I am an only child. He also likes country music, but I prefer to listen to rock and roll. We are pretty different.

After getting to know Robert for a few weeks, though, I realized that we are a lot alike, too. We both like to draw. I have boxes of Legos and so does Robert! We like to build things together. I have a collection of shells I found on the coast, and Robert has a bunch of rocks he collected in the hills of Lubbock. Some even have fossils in them! I think Robert and I are going to be good friends.

#### **Answer these questions about the text.**

1. Who are the main characters?

---

2. How were the two friends different?

---

3. How were the two friends alike?

---

#### **Ask a question about this text.**

---



---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the text below about cobras. Answer the questions. Circle how you found the information to answer the question: By text, picture, or both.

## Assessment

### Cobras

Cobras are snakes that are known for their hooded heads. Cobras live in hot areas in places like Africa and Australia. They hunt their prey quietly until they are ready to attack. These snakes eat other snakes, birds, bird eggs, and other small animals.



Cobras lay eggs and take care of them until they hatch. They can swim and climb trees. You can find them in forests near streams, underground, and under rocks.

- |  |      |         |      |
|--|------|---------|------|
| 1. Where do cobras live?                 | text | picture | both |
| 2. Do cobras live where it is cold?      | text | picture | both |
| 3. Is a cobra a snake?                   | text | picture | both |
| 4. What do cobras eat?                   | text | picture | both |
| 5. Can cobras have colors?               | text | picture | both |
| 6. Do cobras have legs?                  | text | picture | both |
| 7. Can cobras swim?                      | text | picture | both |
| 8. What does the cobra's hood look like? | text | picture | both |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the words below. Listen to the sounds as you say each word. Write the sounds into each Elkonin box correctly.

## Assessment A

1.

cat

--	--	--

6.

pot

--	--	--

2.

shut

--	--	--

7.

feet

--	--	--

3.

pool

--	--	--

8.

with

--	--	--

4.

cap

--	--	--

9.

bed

--	--	--

5.

whip

--	--	--

10.

hiss

--	--	--

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Say the word for each picture. Match each picture to the sound you hear in the word.

## Assessment A



th  
wh



ch  
ck



sh

Directions: Say the words below. How many syllables do you hear? Write the number of syllables in each word. Remember that each syllable must have a vowel sound.

1. cobweb I hear \_\_\_\_\_ syllables.

2. after I hear \_\_\_\_\_ syllables.

3. bank I hear \_\_\_\_\_ syllables.

4. butterfly I hear \_\_\_\_\_ syllables.

5. harsh I hear \_\_\_\_\_ syllables.

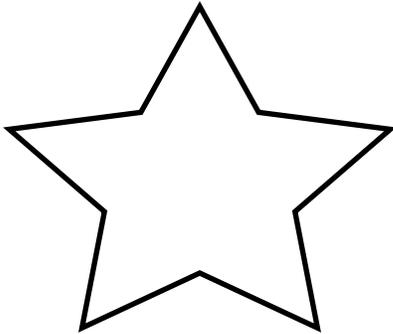
Name: \_\_\_\_\_

Date: \_\_\_\_\_

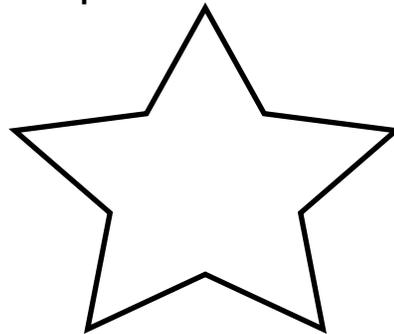
Directions: Follow rules as you work in collaboration. Complete the form below as you read aloud a text or discuss a topic with a group of students. As you read, fill in the stars as each student performs the task.

# Assessment

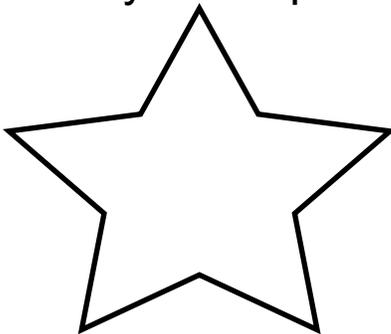
Takes Turns



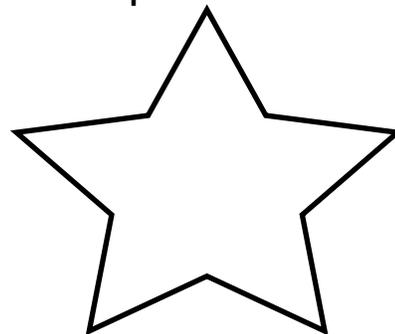
Responds to Others



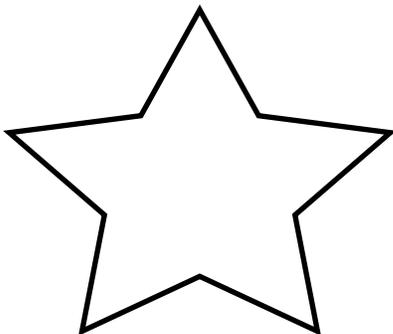
Stays on topic



Respects Ideas



Asks Questions



NOTES:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Choose the correct noun for each blank.

## Assessment B

1. The \_\_\_\_\_ stood in the field watching us.

*bulls'*      *bull*      *bull's*

2. \_\_\_\_\_ went to \_\_\_\_\_ last week.

*Them*    *They*    *Us*            *Six Flags*    *six flags*    *six Flags*

3. Paul gave Steve \_\_\_\_\_ bag of \_\_\_\_\_.

*him*    *his*    *it*            *chip's*    *chip*    *chips*

4. \_\_\_\_\_ jumps up and \_\_\_\_\_ jump down.

*I*    *He*    *Her*            *I*    *He*    *Her*

5. The \_\_\_\_\_ on the shelf are \_\_\_\_\_.

*boxs*    *boxes*    *box's*            *Kate's*    *kates*    *Kates's*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

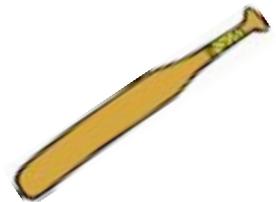
Directions: The underlined words in the sentences below have multiple meanings. Read each sentence, then circle the picture that matches the meaning of the underlined word.

## Assessment A

1. We pulled the bark 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!





# 1

# Common Core State Standards

## Math Assessments

## Grade 1

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

Worksheets and Activities  
that assess every standard!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Solve the word problems below. You may use objects, draw pictures, or act out the problem.

## Assessment

1. I like vegetables. For dinner I ate 5 baby carrots, 3 potatoes, and 7 green beans. How many vegetables did I eat in all?

2. Today we visited a Petting Zoo. There were 6 pigs in the pen, 7 sheep in hay, and 5 goats playing. How many animals were there altogether?

3. We get stars for good behavior. My chart has 7 stars. Kyle's chart has 13 stars. Jorge's chart has no stars. How many stars are there in all?

4. In my crayon box I have 4 red crayons, 5 blue crayons, and 8 green crayons. How many crayons are in my box?

5. \*\*My friends had a contest to see how long they could jump on one foot. Betty jumped for 3 minutes. Harry jumped for 5 minutes. Craig jumped as long as Betty and Craig did together! How many minutes in total did my friends jump?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Fluently add to ten. Solve as many of the addition equations below that you can within one minute.

**Assessment A**

1.

$4 + 6 = \underline{\quad}$

6.

$5 + 5 = \underline{\quad}$

2.

$6 + 1 = \underline{\quad}$

7.

$6 + 2 = \underline{\quad}$

3.

$2 + 4 = \underline{\quad}$

8.

$8 + 2 = \underline{\quad}$

4.

$5 + 4 = \underline{\quad}$

9.

$7 + 2 = \underline{\quad}$

5.

$3 + 1 = \underline{\quad}$

10.

$2 + 3 = \underline{\quad}$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: True or False? Choose True (T) if the values on both sides of the equal sign are equal. Choose False (F) if the values are not equal.

## Assessment

1.

$4 + 6 = 10$

 T F

6.

$3 + 5 + 2 = 10$

 T F

2.

$2 + 2 = 1 + 3$

 T F

7.

$13 = 6 + 9$

 T F

3.

$5 + 4 = 12$

 T F

8.

$4 + 9 = 19$

 T F

4.

$13 = 1 + 10$

 T F

9.

$7 + 5 = 6 + 6$

 T F

5.

$5 + 2 + 1 = 9$

 T F

10.

$2 + 7 = 9$

 T F

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Count by ones in the sequences below. Fill in the blanks by writing the correct numerals.

## Assessment

1.

\_\_\_\_, 35, \_\_\_\_\_, 37, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 42, \_\_\_\_\_

2.

98, \_\_\_\_\_, 100, 101, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 105, \_\_\_\_\_

3.

\_\_\_\_, 73, \_\_\_\_\_, 75, \_\_\_\_\_, \_\_\_\_\_, 78, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4.

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 108, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 113

5.

\_\_\_\_, 48, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 55, \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Think about tens and ones and compare the two-digit numbers. Write the greater than, less than, or equal sign in the circles to make the equations correct.

## Assessment

< = >

1.

$68 \bigcirc 43$

2.

$23 \bigcirc 60$

3.

$39 \bigcirc 93$

4.

$21 \bigcirc 21$

5.

$94 \bigcirc 45$

6.

$71 \bigcirc 17$

7.

$55 \bigcirc 55$

8.

$40 \bigcirc 52$

9.

$81 \bigcirc 71$

10.

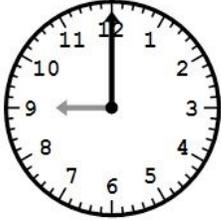
$13 \bigcirc 73$

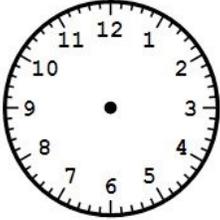
Name: \_\_\_\_\_

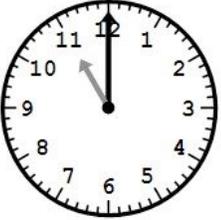
Date: \_\_\_\_\_

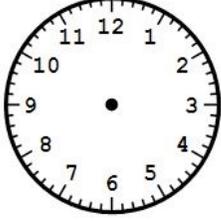
Directions: Write the times and draw the hour and minute hands to the hour and half hour for each clock.

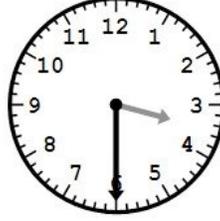
# Assessment

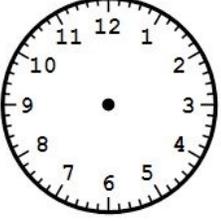
1.  : \_\_\_\_\_

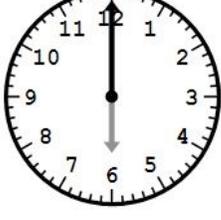
2.  5 : 30

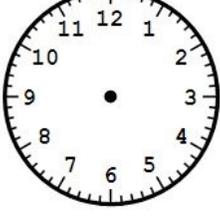
3.  : \_\_\_\_\_

4.  4 : 00

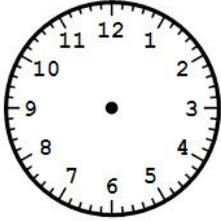
5.  : \_\_\_\_\_

6.  6 : 30

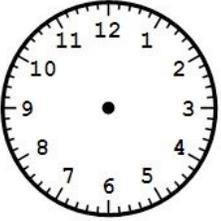
7.  : \_\_\_\_\_

8.  2 : 00

9.  : \_\_\_\_\_

10.  12 : 30

11.  : \_\_\_\_\_

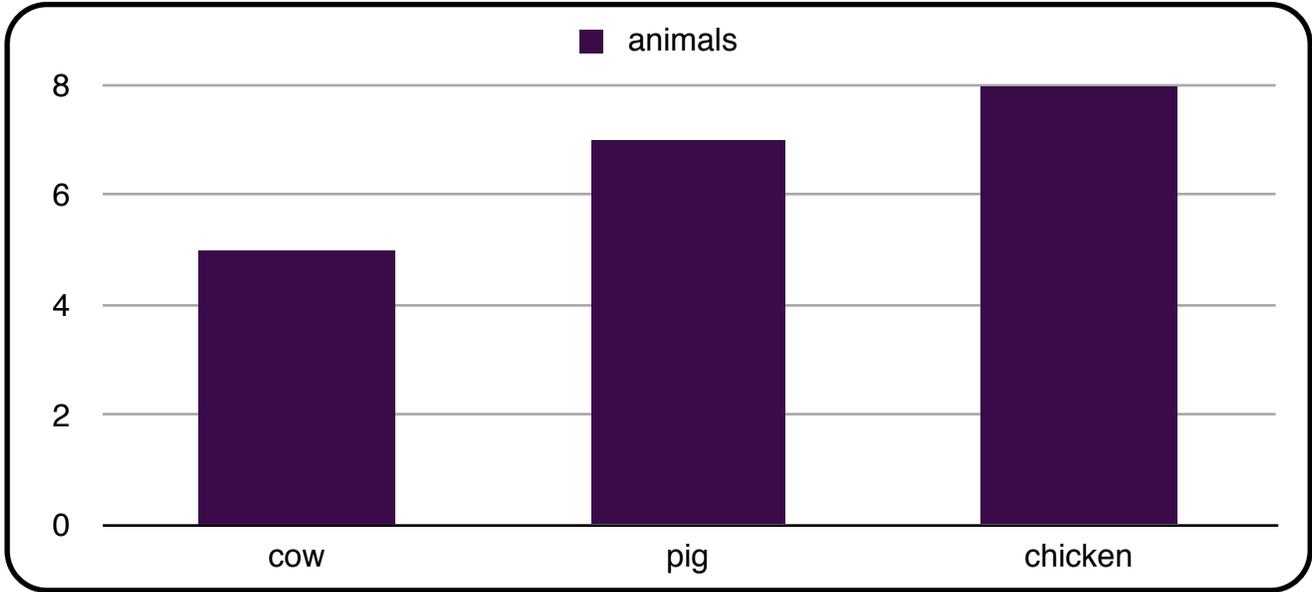
12.  10 : 00

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Using the data in the graph below, answer the questions about the farm animals.

## Assessment



Bob and his sister went to the farm with their mom and dad. They saw some animals. Answer the questions about the animals by looking at the graph.

1. How many cows did the kids see at the farm?

\_\_\_\_\_

2. How many pigs did the kids see at the farm?

\_\_\_\_\_

3. How many more chickens were there than cows?

\_\_\_\_\_

4. How many animals were there altogether?

\_\_\_\_\_

5. What was the total amount of cows and pigs?

\_\_\_\_\_



# 1

# Common Core State Standards

**Progress Reports**

## Grade 1

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

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

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.1.1	/ 4
RL.1.2	/ 12
RL.1.3	/ 8
RL.1.4	/ 14
RL.1.5	/ 8
RL.1.6	/ 3
RL.1.7	/ 6
RL.1.9	/ 8
RL.1.10	/ 6

Standard	Grade
RI.1.1	/ 4
RI.1.2	/ 6
RI.1.3	/ 4
RI.1.4	/ 10
RI.1.5	/ 11
RI.1.6	/ 8
RI.1.7	/ 10
RI.1.8	/ 8
RI.1.9	/ 5
RI.1.10	/ 6

Standard	Grade
RF.1.1	/ 10
RF.1.2 A	/ 10
RF.1.2 B	/ 16
RF.1.2 C	/ 10
RF.1.3 A	/ 15
RF.1.3 B	/ 15
RF.1.3 C	/ 20
RF.1.4	/ 5

Standard	Grade
W.1.1	/ 5
W.1.2 1 & 2	/ 10
W.1.3 1 & 2	/ 10
W.1.5	/ 5
W.1.6	/ 5
W.1.7	/ 8
W.1.8	/ 8

Standard	Grade
SL.1.1	/ 10
SL.1.2	/ 6
SL.1.3	/ 6
SL.1.4 1 & 2	/ 8
SL.1.5	/ 6
SL.1.6	/ 6

Standard	Grade
L.1.1 A	/ 24
L.1.1 B	/ 9
L.1.1 C	/ 7
L.1.1 D	/ 5
L.1.2 A	/ 10
L.1.2 B	/ 10
L.1.4 A	/ 5
L.1.4 B	/ 5
L.1.4 C	/ 5
L.1.5 A	/ 20
L.1.5 B	/ 20
L.1.6	/ 10

**NOTES:**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
1.OA.1	/ 5
1.OA.2	/ 5
1.OA.3	/ 12
1.OA.4	/ 10
1.OA.5	/ 5
1.OA.6 A	/ 10
1.OA.6 B	/ 10
1.OA.7	/ 10
1.OA.8	/ 10

Standard	Grade
1.NBT.1	/ 5
1.NBT.2	/ 10
1.NBT.3	/ 10
1.NBT.4	/ 10
1.NBT.5	/ 10
1.NBT.6	/ 10

Standard	Grade
1.MD.1	/ 6
1.MD.2	/ 5
1.MD.3	/ 12
1.MD.4	/ 5

Standard	Grade
1.G.1	/ 6
1.G.2	/ 6
1.G.3	/ 6

**NOTES:**



# 1

# Common Core State Standards

**Blank Progress Reports**

## Grade 1

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

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

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.1.1	
RL.1.2	
RL.1.3	
RL.1.4	
RL.1.5	
RL.1.6	
RL.1.7	
RL.1.9	
RL.1.10	

Standard	Grade
RI.1.1	
RI.1.2	
RI.1.3	
RI.1.4	
RI.1.5	
RI.1.6	
RI.1.7	
RI.1.8	
RI.1.9	
RI.1.10	

Standard	Grade
RF.1.1	
RF.1.2 A	
RF.1.2 B	
RF.1.2 C	
RF.1.3 A	
RF.1.3 B	
RF.1.3 C	
RF.1.4	

Standard	Grade
W.1.1	
W.1.2 1 & 2	
W.1.3 1 & 2	
W.1.5	
W.1.6	
W.1.7	
W.1.8	

Standard	Grade
SL.1.1	
SL.1.2	
SL.1.3	
SL.1.4 1 & 2	
SL.1.5	
SL.1.6	

Standard	Grade
L.1.1 A	
L.1.1 B	
L.1.1 C	
L.1.1 D	
L.1.2 A	
L.1.2 B	
L.1.4 A	
L.1.4 B	
L.1.4 C	
L.1.5 A	
L.1.5 B	
L.1.6	

**NOTES:**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
1.OA.1	
1.OA.2	
1.OA.3	
1.OA.4	
1.OA.5	
1.OA.6 A	
1.OA.6 B	
1.OA.7	
1.OA.8	

Standard	Grade
1.NBT.1	
1.NBT.2	
1.NBT.3	
1.NBT.4	
1.NBT.5	
1.NBT.6	

Standard	Grade
1.MD.1	
1.MD.2	
1.MD.3	
1.MD.4	

Standard	Grade
1.G.1	
1.G.2	
1.G.3	

**NOTES:**



# 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) |

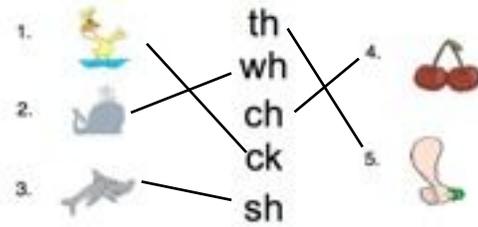
Listen for segmented phonemes as the students read the words.

**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 <u>2</u> syllables. |
| 2. after     | I hear <u>2</u> syllables. |
| 3. bank      | I hear <u>1</u> syllables. |
| 4. butterfly | I hear <u>3</u> syllables. |
| 5. harsh     | I hear <u>1</u> 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 **boil** every **Saturday**. 
4. I like to **watch** funny **shows** on TV with my **uncle**. 
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

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

## 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.



**1**

# 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:

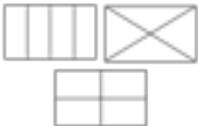
1. A type of triangle
2. Small red oval, circle, or other curved shape.
3. Square or rhombus
4. Varied
5. Pentagon or other 5-sided shape
6. Small, pink, oval or circle

**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.



# Common Core State Standards

*Educating classrooms one standard at a time.*

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