

**First Grade Correlation of Core Knowledge[®] and Florida
Sunshine State Standards**

Working Draft July 31, 2000

Strand	Core Knowledge Sequence	State Standards
Language Arts	I. Reading and Writing	<p>LA.A.1.1.2 The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</p> <p>LA.A.2.1.1 The student determines the main idea or essential message from text and identifies supporting information.</p> <p>LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.</p> <p>LA.B.1.1.2 The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.</p> <p>LA.B.1.1.3 The student produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.</p>
	II. Poetry	<p>LA.E.2.1.2 The student recognizes rhymes, rhythm, and patterned structures in children's texts.</p>

		<p>LA.D.1.1.1 The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).</p>
	<p>III. Fiction</p>	<p>LA.A.1.1.1 The student predicts what a passage is about based on its title and illustrations.</p> <p>LA.A.1.1.3 The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.</p> <p>LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.</p> <p>LA.A.2.1.1 The student determines the main idea or essential message from text and identifies supporting information.</p> <p>LA.C.1.1.2 The student recognizes personal preferences in listening to literature and other material.</p> <p>LA.C.1.1.4 The student retells specific details of information heard, including sequence of events.</p> <p>LA.D.2.1.3 The student recognizes the use of more than one medium increases the power to influence how one thinks and feels.</p> <p>LA.E.1.1.1 The student knows the basic characteristics of fables, stories, and legends.</p> <p>LA.E.1.1.2 The student identifies the story elements of setting, plot, character, problem, and</p>

		<p>solution/resolution.</p> <p>LA.E.2.1.1 The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.</p>
	IV. Sayings and Phrases	<p>LA.D.2.1.1 The student understands that word choice can shape ideas, feelings, and actions.</p>
Language Arts, cont.		<p>These standards do not correlate to Core Knowledge. They can be accomplished in grades K, 1, and/or 2.</p> <p>LA.A.2.1.2 The student selects material to read for pleasure.</p> <p>LA.B.1.1.1 The student makes a plan for writing that includes a central idea and related ideas.</p> <p>LA.B.2.1.3 The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing.</p> <p>LA.C.1.1.3 The student carries on a conversation with another person, seeking answers and further explanations of other’s ideas through questioning and answering.</p> <p>LA.C.2.1.2 The student recognizes simple nonverbal cues, such as use of eye contact, smiles, and simple hand gestures.</p> <p>LA.C.3.1.2 The student asks questions to seek answers and further explanation of other people’s ideas.</p> <p>LA.C.3.1.3 The student</p>

	<p>II. Ancient Egypt</p>	<p>knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents Day).</p> <p>SS.A.4.1.4 The student understands the changes that occurred in people’s lives when they moved from faraway places to the United States.</p> <p>SS.B.2.1.3 The student knows basic needs and how families in the U.S. and other countries meet them.</p> <p>SS.D.1.1.4 The student understands that when consumers (e.g., individuals, households, business, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.</p> <p>SS.A.1.1.1 The student compares everyday life in different places and times and understands that people, places, and things change over time.</p> <p>SS.A.1.1.2 The student understands that history tells a story of people and events of other times and places.</p> <p>SS.B.1.1.1 The student determines the absolute and relative location of people, places, and things.</p> <p>SS.B.2.1.2 The student knows how different communities have changed physically and demographically.</p> <p>SS.B.2.1.4 The student knows the role that resources play in our daily lives.</p>
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	<p>VI. History of Religion</p>	<p>recognizes major elected officials.</p> <p>SS.A.3.1.3 The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures.</p>
<p>History and Geography, cont.</p>		<p>The following standards do not correlate with Core Knowledge. They can be accomplished in K, 1, and/or 2.</p> <p>SS.D.1.1.1 The student understands how scarcity affects the choices people make in everyday situations.</p> <p>SS.D.1.1.2 The student knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.</p> <p>SS.D. 1.1.3 The student knows the difference between goods and services and between consumers and producers.</p> <p>SS.D.2.1.1 The student understands that most people work in jobs in which they produce a few special goods or services.</p> <p>SS.D.2.1.2 The student understands the basic concepts of markets and exchanges.</p> <p>SS.D.2.1.3 The student understands the basic functions of a bank.</p> <p>SS.D.2.1.4 The student understands that people in different places around the</p>

	II. Art From Long Ago	Note: From the Social Studies standards: SS.A.3.1.2 The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks). SS.A.2.1.1 The student knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics, and different alphabets; writing by hand and printing with machines). VA.C.1.1.1 The student knows that specific works of art belong to particular cultures, times, and places.
Visual Arts, continued		The following standards do not correlate with Core Knowledge. These can be accomplished in K, 1, and/or 2. VA.E.1.1.3 The student understands and uses appropriate behavior in a cultural experience.
Music	I. Elements of Music	MU.A.1.1.1 The student sings songs within a five-to-seven note range alone and maintains the tonal center. MU.A.2.1.1 The student performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo. MU.A.3.1.1 The student reads simple rhythmic and

	<p style="text-align: center;">II. Listening and Understanding</p>	<p>melodic notation, using traditional and nontraditional symbols.</p> <p>MU.A.3.1.2 The student demonstrates pitch direction by using visual representation (e.g., steps and line drawings).</p> <p>MU.B.1.1.1 The student improvises appropriate “musical answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases.</p> <p>MU.D.1.1.1 The student knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement.</p> <p>MU.D.1.1.3 The student knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles.</p> <p>MU.D.1.1.2 The student identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).</p> <p>MU.E.2.1.4 The student understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures.</p> <p>MU.D.1.1.4 The student understands how music can communicate ideas suggesting events, feelings, moods, or images.</p>
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	<p>III. Songs</p>	<p>MU.C.1.1.1 The student knows songs from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).</p> <p>MU.C.1.1.2 The student understands how rhythm and tone color are used in different types of music around the world.</p> <p>MU.A.1.1.2 The student sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment.</p> <p>MU.A.1.1.3 The student sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing.</p> <p>MU.A.2.1.2 The student performs expressively with appropriate dynamics and tempos on classroom and ethnic instruments.</p>
<p>Music, continued</p>		<p>The following standards do not correlate with Core Knowledge. They can be accomplished in K, 1, and/or 2.</p> <p>MU.B.1.1.2 The student improvises simple rhythmic and melodic patterns and accompaniments.</p> <p>MU.B.2.1.1 The student creates simple accompaniments with classroom instruments.</p> <p>MU.D.2.1.1 The student</p>

	<p style="text-align: center;">VI. Geometry</p>	<p>direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).</p> <p>MA.B.2.1.2 The student understands the need for a uniform unit of measure to communicate in real-world situations.</p> <p>MA.B.4.1.2 The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.</p> <p>MA.C.3.1.1 The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.</p>
<p>Mathematics, continued</p>		<p>The following standards do not correlate with Core Knowledge. They can be accomplished in K, 1, and/or 2.</p> <p>MA.C.2.1.2 The student uses objects to perform geometric transformations, including flips, slides, and turns.</p> <p>MA.C.3.1.2 The student plots and identifies positive whole numbers on a number line.</p> <p>MA.D.2.1.1 The student understands that geometric symbols (circle, square, and triangle) can be used to represent unknown quantities in expressions, equations, and</p>

		<p>inequalities.</p> <p>MA.D.2.1.2 The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.</p> <p>MA.E.1.1.2 The student displays data in a simple model to use the concepts of range, median, and mode.</p> <p>MA.E.1.1.3 The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.</p> <p>MA.E.2.1.1 The student understands basic concepts of chance and probability.</p> <p>MA.E.2.1.2 The student predicts which simple event is more likely, equally likely, or less likely to occur.</p> <p>MA.E.3.1.1 The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.</p> <p>MA.E.3.1.2 The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.</p>
Science	I. Living Things and Their Environments	<p>SC.D.1.1.2 The student knows that life occurs on or near the surface of the Earth in land, air, and water.</p> <p>SC.F.1.1.1 The student knows the basic needs of all living things.</p> <p>SC.F.1.1.2 The student knows how to apply</p>

	<p style="text-align: center;">II. The Human Body</p>	<p>knowledge about life process to distinguish between living and nonliving things.</p> <p>SC.F.1.1.4 The student understands that structures of living things are adapted to their function in specific environments.</p> <p>SC.F.2.1.2 The student knows that there are many different kinds of living things that live in a variety of environments.</p> <p>SC.G.1.1.2 The student knows that plants and animals are dependent upon each other for survival.</p> <p>SC.G.1.1.3 The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).</p> <p>SC.G.1.1.4 The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.</p> <p>SC.G.2.1.1 The student knows that if living things do not get food, water, shelter, and space, they will die.</p> <p>SC.G.2.1.2 The student knows that the activities of humans affect plants and animals in many ways</p> <p>Note: This standard comes from the Health strand</p> <p>HE.A.1.1.1 The student knows the name of body parts.</p> <p>HE.A.1.1.2 The student understands positive health behaviors that enhance wellness.</p>
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<p>Science, continued</p>		<p>The following standards do not correlate with Core Knowledge. They can be accomplished in K, 1, and/or 2.</p> <p>SC.C.2.1.2 The student knows that sound is caused by vibrations (pushing and pulling) to cause waves (Third grade content)</p> <p>SC.H.1.1.4 The student knows that people use scientific process including hypotheses, making inferences, and recording and communicating data when exploring the natural world.</p> <p>SC.H.1.1.5 The student uses the senses, tools, and instruments to obtain information from his or her surroundings.</p>
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