

Content Area: Math
Grade Level: 1st Grade
Revised: March 2016

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Operations & Algebraic Thinking

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 with a symbol for the unknown number to represent the problem
 - Unit 1 Partners and Number Patterns Through 10
 - Unit 2 Addition and Subtraction Strategies
 - Unit 3 Unknown Numbers in Addition and Subtraction
 - Unit 4 Place Value
 - Unit 5 Place Value Situations
 - Unit 6 Comparisons and Data
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
 - Unit 5 Place Value Situations
 - Unit 6 Comparisons and Data
3. Apply properties of operations as strategies to add and subtract.
 - Unit 1 Partners and Number Patterns Through 10
 - Unit 2 Addition and Subtraction Strategies
 - Unit 4 Place Value
 - Unit 5 Place Value Situations
4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
 - Unit 3 Unknown Numbers in Addition and Subtraction
 - Unit 5 Place Value Situations
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
 - Unit 1 Partners and Number Patterns Through 10
 - Unit 2 Addition and Subtraction Strategies
 - Unit 3 Unknown Numbers in Addition and Subtraction
 - Unit 4 Place Value
 - Unit 5 Place Value Situations

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
 - Unit 1 Partners and Number Patterns Through 10
 - Unit 2 Addition and Subtraction Strategies
 - Unit 3 Unknown Numbers in Addition and Subtraction
 - Unit 4 Place Value
 - Unit 5 Place Value Situations
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false
 - Unit 2 Addition and Subtraction Strategies
 - Unit 3 Unknown Numbers in Addition and Subtraction
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
 - Unit 1 Partners and Number Patterns Through 10
 - Unit 2 Addition and Subtraction Strategies
 - Unit 3 Unknown Numbers in Addition and Subtraction
 - Unit 4 Place Value
 - Unit 5 Place Value Situations

Number & Operations in Base Ten

1. Count (Forward-Number-Word-Sequence) to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
 - Unit 4 Place Value
 - Unit 5 Place Value Situations
2. Understand that the two digits of a two-digit number represent amounts of tens and ones
 - Unit 4 Place Value
 - Unit 5 Place Value Situations
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
 - Unit 4 Place Value
 - Unit 8 Two-Digit Addition
4. Add within 100, including adding a two-digit number and a one-digit number ($25 + 6$), and adding a two-digit number and a multiple of 10 ($25 + 20$), 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, the student adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
 - Unit 4 Place Value
 - Unit 5 Place Value Situations
 - Unit 8 Two-Digit Addition
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
 - Unit 4 Place Value
 - Unit 5 Place Value Situations

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.
 - Unit 5 Place Value Situations
 - Unit 8 Two-Digit addition

Measurement & Data

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
 - Unit 7 Geometry, Measurement, and Equal Shares
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.
 - Unit 7 Geometry, Measurement, and Equal Shares
3. Tell and write time in hours and half-hours using analog and digital clocks.
 - Unit 7 Geometry, Measurement, and Equal Shares
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.
 - Unit 6 Comparisons and Data

Geometry

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
 - Unit 7 Geometry, Measurement, and Equal Shares
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)
 - Unit 7 Geometry, Measurement, and Equal Shares
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
 - Unit 7 Geometry, Measurement, and Equal Shares