

MATH - Grade 1

CUSD 303

Year: 2012-2013

Domain	Cluster Standard	Standard	Skill Statement	Resources
Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction	1.OA1 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	1.OA1 Solve word problems using addition to 20 with unknown in all positions	<i>Eureka Math, 2015 (Great Minds)</i>
		1.OA2 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	1.OA1 Solve word problems using subtraction from 20 with unknown in all positions	
			1.OA2 Solve word problems using addition of three whole numbers to 20	
	Understand and apply properties of operations and the relationship between addition and subtraction	1.OA3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of addition)	1.OA3 Apply the commutative property as an addition strategy	
			1.OA3 Apply the associative property as an addition strategy	
		1.OA4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8	1.OA4 Recognize that a subtraction problem is an unknown addend problem	
	Add and subtract within 20	1.OA5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)	1.OA5 Recognize counting as a strategy for adding and subtracting	
		1.OA6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)	1.OA6 Utilize multiple strategies to add to 20	
			1.OA6 Fluently add to 10**	
			1.OA6 Utilize multiple strategies to subtract from 20	
			1.OA6 Fluently subtract from 10**	
	Work with addition and subtraction equations	1.OA7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$	1.OA7 Recognize the meaning of the equal sign	
			1.OA7 Determine if addition and subtraction equations are true or false	
		1.OA8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$	1.OA8 Determine the unknown whole number in an addition equation relating three whole numbers	
Number and Operations in Base Ten	Extend the counting sequence	1.NBT1 Count 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	1.NBT1 Count to 120 starting at varying numbers	<i>Eureka Math, 2015 (Great Minds)</i>
			1.NBT1 Read numbers to 120	
			1.NBT1 Write numbers to 120	
			1.NBT1 Represent a number of objects to 120 with a written numeral	
	Understand place value	1.NBT2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	1.NBT2 Recognize that the two digits of a two-digit number represent amounts of tens and ones	
			1.NBT2a Recognize that 10 can be thought of as a bundle of ten ones — called a “ten”	
Number and Operations in Base Ten (cont'd)	Understand place value (cont'd)	1.NBT2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	1.NBT2b Recognize the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	<i>Eureka Math, 2015 (Great Minds)</i>
		1.NBT2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)	1.NBT2c Recognize the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)	
		1.NBT3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$	1.NBT3 Compare two two-digit numbers based on meanings of tens and one digits	

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	Use place value understanding and properties of operations to add and subtract	=, and <	1.NBT3 Record the results of comparing two two-digit numbers with the symbols >, <, and =	
		1.NBT4 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 used. 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.NBT4 Add a two-digit number and a one-digit number within 100 without regrouping	
			1.NBT4 Add a two-digit number and a multiple of 10 within 100 without regrouping	
			1.NBT4 Recognize that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten	
		1.NBT5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used	1.NBT5 Mentally find 10 more and 10 less than a number without having to count and orally explain the reasoning used	
		1.NBT6 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.NBT6 Subtract a two-digit number and a multiple of 10 within 10-90 (no negative numbers) and orally explain the reasoning used	
Measurement and Data	Measure lengths indirectly and by iterating length units	1.MD1 Order three objects by length; compare the lengths of two objects by using a third object	1.MD1 Order three objects by length	
		1.MD2 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	1.MD1 Compare the length of two objects by using a third object	
			1.MD2 Identify the length of an object as a whole number of non-standard measurement units	
			1.MD2 Identify the length of an object as a whole number of standard measurement units for inches only	
	Work with time and money	1.MD3a Tell and write time in hours and half-hours using analog and digital clocks	1.MD2 Recognize that the length of an object can be measured using smaller same size units with no gaps and overlaps	
			1.MD3a Tell time in hours and half hours using analog and digital clocks	
		1.MD3a Write time in hours and half hours using analog and digital clocks	1.MD3a Write time in hours and half hours using analog and digital clocks	
	Represent and interpret data	1.MD3b Identify money and its value	1.MD3b Identify penny, nickel, dime, quarter, and a dollar bill and their value	
			1.MD4 Organize data with up to three categories	
			1.MD4 Represent data with up to three categories	
			1.MD4 Interpret data with up to three categories	
Geometry	Reason with shapes and their attributes	1.G1 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	1.MD4 Ask and answer questions about data points	
			1.G1 Compare defining attributes to non-defining attributes of shapes	
			1.G1 Build and draw shapes that have defining attributes	

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Geometry (cont'd)	Reason with shapes and their attributes (cont'd)	1.G2 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	1.G2 Utilize two-dimensional shapes to form new shapes	Eureka Math, 2015 (Great Minds)
			1.G2 Utilize three-dimensional shapes to form new shapes	
			1.G3 Divide circles and rectangles into two and four equal shares	
			1.G3 Describe the equal shares of divided circles and rectangles using the words halves and fourths/quarters and using the phrases half of, fourth of, and quarter of	
			1.G3 Describe the whole as two of two or four of four of the shares	
			1.G3 Recognize that something can be broken into smaller equal shares	
**Fluency	Add and subtract within 20	1.OA6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)	1.OA6 Fluently add to 10	
			1.OA6 Fluently subtract from 10	
Literacy of Math	Craft and Structure	RST4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	1.RST4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	
	Integration of Knowledge and Ideas	RST7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	1.RST7 Use the illustrations and details in a text to describe its key ideas	
	Text Types and Purposes	WHST2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	1.WHST2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	
Mathematical Practices			MP1 Make sense of problems and persevere in solving them	
			MP2 Reason abstractly and quantitatively	
			MP3 Construct viable arguments and critique the reasoning of others	
			MP4 Model with mathematics	
			MP5 Use appropriate tools strategically	
			MP6 Attend to precision	
			MP7 Look for and make use of structure	
			MP8 Look for and express regularity in repeated reasoning	