



| Grade: 1  |  |   |   |
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| Domain  | Cluster  | Standard  | Associated Goal Stems   |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 1,<br>Standard 1 | Represent and solve problems involving addition and subtraction.                                     | 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.   | <b><u>1.OA.1 Add Two Numbers to a Sum of 20 to Solve Word Problems</u></b><br><br><STUDENT> will add 2 numbers with a sum up to 20 to solve <#> word problems involving situations of adding to and putting together, with unknowns in all positions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
|   |  |   | <b><u>1.OA.1 Subtract from 20 to Solve Word Problems</u></b><br><br><STUDENT> will subtract from a total number no greater than 20 to solve <#> word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 1,<br>Standard 3 | Understand and apply properties of operations and the relationship between addition and subtraction. | 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.)   | <b><u>1.OA.3 Addition Using Properties of Operations</u></b><br><br><STUDENT> will use properties of operations as strategies to add (Commutative property of Addition and Associative property of addition) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
|   |  |   | <b><u>1.OA.3 Subtraction Using Properties of Operations</u></b><br><br><STUDENT> will use properties of operations as strategies to subtract (Commutative property of Addition and Associative property of addition) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 1,<br>Standard 6 | Add and subtract within 20.  | 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 $6 + 6 + 1 = 12 + 1 = 13$ ). | <b><u>1.OA.6 Add 2 Numbers up to a Sum of 20</u></b><br><br><STUDENT> will add 2 numbers with a sum up to 20 using strategies such as counting on; making ten, and decomposing a number leading to a twenty <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
|   |  |   | <b><u>1.OA.6 Subtract from a Total Number No Greater Than 20</u></b><br><br><STUDENT> will subtract from a total number no greater than 20 using strategies such as counting on; making ten decomposing a number leading to a twenty using <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |



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| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 1, Standard 7  | Work with addition and subtraction equations. | 7. 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? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .   | <b><u>1.OA.7 Determine if Addition and Subtraction Equations are True or False</u></b><br><br><STUDENT> will demonstrate understanding of the meaning of the equal sign by determining if equations involving addition and/or subtraction are true or false <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 1, Standard 8  | Work with addition and subtraction equations. | 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 $8 + ? = 11$ , $5 = u - 3$ , $6 + 6 = u$ .  | <b><u>1.OA.8 Determine Unknown Whole Number in Addition or Subtraction Equations</u></b><br><br><STUDENT> will determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g. $8 + n = 11$ , $5 = n - 3$ , $6 + 6 = n$ ) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 1, Standard 1 | Extend the counting sequence.                 | 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.  | <b><u>1.NBT.1 Count, Read, Write, and Represent Numerals 1-120</u></b><br><br><STUDENT> will count to 120, starting at any number less than 120 and will read and write numerals and represent a number of objects with a written numeral <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 1, Standard 2 | Understand place value.                       | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:<br>a. 10 can be thought of as a bundle of ten ones — called a “ten.”<br>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.<br>c. 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). | <b><u>1.NBT.2 Explain that 2-Digit Numbers Represent Tens and Ones</u></b><br><br><STUDENT> will explain that the two digits of a two-digit number represent amounts of tens and ones <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
|   |   |   | <b><u>1.NBT.2 Understand Place Value with Tens/Ones Bundle Concept</u></b><br><br><STUDENT> will demonstrate understanding of one or a combination of the following concepts: 10 can be thought of as a bundle of ten ones – called “ten”; OR, numbers from 11 to 19 are composed of a ten and up to nine ones; OR, numbers 10 through 90 as counted by tens refer to a number of tens (e.g. 20 is two tens) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |



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| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 1, Standard 3 | Understand place value.   | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .   | <b><u>1.NBT.3 Compare Two 2-Digit Numbers</u></b><br><br><STUDENT> will compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $<$ , and $=$ <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 1, Standard 4 | Use place value understanding and properties of operations to add and subtract. | 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. | <b><u>1.NBT.4 Add Up to a Sum of 100</u></b><br><br><STUDENT> will add up to a sum of 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
|   |   |  | <b><u>1.NBT.4 Compose a Ten When Adding Two 2-Digit Numbers</u></b><br><br><STUDENT> will demonstrate understanding that in add two-digit numbers, it is sometimes necessary to compose a ten when adding ones and ones and/or tens and tens <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 1, Standard 6 | Use place value understanding and properties of operations to add and subtract. | 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.   | <b><u>1.NBT.6 Subtract Multiples of Ten in the Range 10-90</u></b><br><br><STUDENT> will subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, and explain their reasoning <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
| (MD)<br>Measurement and Data<br><br>Grade 1, Standard 3               | Tell and write time.  | Tell and write time in hours and half-hours using analog and digital clocks.   | <b><u>1.MD.3 Tell and Write the Time in Hours/Half-Hours</u></b><br><br><STUDENT> will tell and write time in hours and half-hours using analog and digital clocks <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |



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| (MD)<br>Measurement and Data<br><br>Grade 1,<br>Standard 4 | Represent and interpret data.            | 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.   | <b><u>1.MD.4 Organize, Represent, Interpret Data with up to Three Categories</u></b><br><br><STUDENT> will organize, represent, and interpret data with up to three categories <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
|  |  |  | <b><u>1.MD.4 Ask/Answer Questions about Data Points</u></b><br><br><STUDENT> will ask and answer questions about the total number of data points, how many are in each category, and how many more or less are in one category than in another <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
| (G)<br>Geometry<br><br>Grade 1,<br>Standard 1              | Reason with shapes and their attributes. | 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.  | <b><u>1.G.1 Distinguish between Defining Attributes</u></b><br><br><STUDENT> will distinguish between defining attributes (e.g. triangles are closed and three-sided) and non-defining attributes (e.g. color, orientation, overall size), and build and/or draw shapes to possess defining attributes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (G)<br>Geometry<br><br>Grade 1,<br>Standard 3              | Reason with shapes and their attributes. | Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | <b><u>1.G.3 Partition Circles and Rectangles</u></b><br><br><STUDENT> will partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and using the phrases half or, fourth of, and quarter of <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                                |