

Math Common Core

Grade 1

Number	Standard	Description
1	OA.A1	Use addition and subtraction within 20 to solve word problems with equations to represent the problem (all CGI problem types)
2	OA.A2	Use addition to solve word problems of 3 whole numbers up to 20 with equations to represent the problem (multi-step, or 3 addend JRU)
3	OA.B3	Know communicative property ($8 + 3 = 3 + 8$); associative property ($2 + 4 + 6 = 2 + 10 = 12$) (“Order doesn’t matter” and understanding the equals sign)
4	OA.B4	understand that “you can add to subtract” $\rightarrow 10 - 8$ can be solved by finding the number that makes 10 when added to 8.
5	OA.C5	Relate counting to addition and subtraction (counting by 2s, 5s, 10s)
6	OA.C6	Fluently add and subtract within 10 (Add and subtract within 20 by counting on, making a 10, decomposing a number leading to a 10 ($13 - 4 = 13 - 3 - 1$), knowing you can add to subtract (if $8 + 4 = 12$ then $12 - 4 = 8$), using known addends to add quickly ($6 + 7 = 6 + 6 + 1 = 12 + 1 = 13$))
7	OA.D7	understand “=” $6 = 6$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$
8	OA.D8	Determine the unknown in an addition or subtraction number sentence relating 3 whole numbers ($8 + \underline{\hspace{1cm}} = 11$; $5 = \underline{\hspace{1cm}} - 3$; $6 + 6 = \underline{\hspace{1cm}}$)
9	NBT.A1	Count to 120 starting at any number, read and write those numbers
10	NBT.B2a	10 = ten ones and is called “a ten”
11	NBT.B2b	11 – 19 are composed of 1 “ten” and <u> </u> ones
12	NBT.B2c	10, 20, 30,...90 are 1, 2, 3...9 tens
13	NBT.B3	Compare all 2 digit numbers with <,>,$=$
14	NBT.C4	Add within 100 using base 10 or algebraic equations (100% using base 10 strategies, 25% using algebraic equations)
15	NBT.C5	Fluently + 10 or – 10 from any 2 digit number
16	NBT.C6	subtract multiples of 10 from multiples of 10 using drawings, algebraic equations, place value, and explain their reasoning.
17	MD.A1	Order 3 objects by length; compare the lengths of 2 objects by using the 3rd
18	MD.A2	Express the length in whole number units, by laying the “unit” (a consistent sized object) end to end with no gaps or overlaps
19	MD.B3	Tell and write time to the hour and half hour on analog and digital clocks
20	MD.C4	Organize, represent, and interpret data with up to three categories, ask and answer questions about how many in each and how many more
21	G.A1	distinguish between defining and non-defining attributes; build and draw shapes to possess defining attributes
22	G.A2	Compose 2-D shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter circles) and 3-D shapes (cubes, right rectangular prisims, right circular cones, and right circular cylinders) to create a

		composite shape* Don't need to know 3-D shape names except cube
23	G.A3a	Partition circles and rectangles into 2 and 4 equal shares
24	G.A3b	Describe the shares accurately as <i>halves, fourths, quarters</i>
25	G.A3c	Describe a whole as 2 of or four of the shares
26	G.A3d	Understand that decomposing into more equal shares creates smaller shares (a half is less than a fourth)
