

MATH Standards

STANDARD #	CATEGORY	CLUSTER	STANDARD	1	2	3	4
1.OA.A.1	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations)	x	x	x	x
1.OA.A.2	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		x	x	
1.OA.B.3	Operations and Algebraic Thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)	x	x		
1.OA.B.4	Operations and Algebraic Thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand subtraction as an unknown-addend problem. For example, to solve $10 - 8 = \underline{\quad}$, a student can use $8 + \underline{\quad} = 10$.	x	x		
1.OA.C.5	Operations and Algebraic Thinking	Add and subtract within 20.	Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ or adding $6 + 7$ by creating the known equivalent $6 + 4 + 3 = 10 + 3 = 13$).	x	x	x	
1.OA.C.6	Operations and Algebraic Thinking	Add and subtract within 20.	Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.	x	x	x	x
1.OA.D.7	Operations and Algebraic Thinking	Work with addition and subtraction equations.	Understand the meaning of the equal sign (e.g., $6 = 6$; $5 + 2 = 4 + 3$; $7 = 8 - 1$). Determine if equations involving addition and subtraction are true or false.	x			
1.OA.D.8	Operations and Algebraic Thinking	Work with addition and subtraction equations.	Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$).	x	x		
1.NBT.A.1	Number and Operations in Base Ten	Extend the counting sequence.	Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	x			
1.NBT.B.2	Number and Operations in Base Ten	Understand place value.	Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).			x	x
1.NBT.B.3	Number and Operations in Base Ten	Understand place value.	Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.		x		
1.NBT.C.4	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.			x	
1.NBT.C.5	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.		x		
1.NBT.C.6	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		x		
1.MD.A.1	Measurement and Data	Measure lengths indirectly and by iterating length units.	Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.			x	
1.MD.A.2	Measurement and Data	Measure lengths indirectly and by iterating length units.	Measure the length of an object using non-standard units and express this length as a whole number of units.			x	
1.MD.B.3	Measurement and Data	Work with time and money.	Tell and write time in hours and half-hours using analog and digital clocks.			x	

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1.MD.B.4	Measurement and Data	Work with time and money.	Count the value of a set of like coins less than one dollar using the ¢ symbol only.				x
1.MD.C.5	Measurement and Data	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.				x
1.G.A.1	Geometry	Reason about shapes and their attributes.	Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.		x		
1.G.A.2	Geometry	Reason about shapes and their attributes.	Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).		x		
1.G.A.3	Geometry	Reason about shapes and their attributes.	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 partitioning into more equal shares creates smaller shares.		x		