|  |
| --- |
| **First Grade Math Common Core Standards** |
| **Domain** | **Standard** | **Description** |
| **Operations & Algebraic Thinking** | **OA 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. |
| **OA 2** | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. |
| **OA 3** | Apply properties of operations as strategies to add and subtract. Examples: if 8+3=11 is known, then 3+8=11 is also known.  |
| **OA 4** | Understand subtraction as an unknown-addend problem |
| **OA 5** | Relate counting to addition and subtraction (e.g., by counting on) |
| **OA 6** | Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. |
| **OA 7** | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.  |
| **OA 8** | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. |
| **Numbers** **&** **Operations** | **NBT 1** | 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. ( For Trimester 3 need to read and write to 120) |
| **NBT 2** | Understand that the two digits of a two-digit number represent amounts of tens and ones.  |
| **NBT 3** | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < |
| **NBT 4** | 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. |
| **NBT 5** | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| **NBT 6** | 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 subtractions. |
| **Measurement****& Data** | **MD 1** | Order three objects by length; compare the lengths of two objects indirectly by using a third object. |
| **MD 2** | Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end. |
| **MD 3** | Tell and write time in hours and half-hours using analog and digital clocks. |
| **MD 4** | Organize, represent, and interpret data with up to three categories. |
| **Geometry** | **G 1** | Distinguish between defining attributes versus non-defining attributes; build and raw shapes to posses defining attributes. |
| **G 2** | Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. |
| **G 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, 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. |