

# Common Core State Standards & Long-Term Learning Targets

## Math, Grade 1

<b>Grade level</b>	1
<b>Discipline(s)</b>	CCSS - Math
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<b>Operations and Algebraic Thinking</b>	<b>Long-Term Target(s)</b>
<p><b>1.OA.1.</b> 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. (See Glossary, Table 1)</p>	I can solve addition and subtraction word problems up to 20 using a variety of strategies.
<p><b>1.OA.2.</b> 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.</p>	I can solve addition word problems ( <i>using 3 whole numbers, whose sum is <math>\geq 20</math>.</i> ) using a variety of strategies.
<p><b>1.OA.3.</b> Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i> (Students need not use formal terms for these properties.)</p>	I can add and subtract using strategies called “properties of operations”.
<p><b>1.OA.4.</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</i></p>	I can explain how addition and subtraction are related.
<p><b>1.OA.5.</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	I can make connections between counting and addition and subtraction.
<p><b>1.OA.6.</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>I can use different strategies to add and subtract numbers.</p> <p>I can add and subtract with fluency within 10.</p>
<p><b>1.OA.7.</b> 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? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p>	<p>I can explain the meaning of the equal sign.</p> <p>I can tell whether equations (where we add and subtract) are true or false.</p>

1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i>	I can find the missing number in an addition or subtraction equation.
<b>Number &amp; Operations in Base Ten</b>	<b>Long-Term Target(s)</b>
1.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.	I can count to 120 from any number less than 120.  I can read and write any number up to 120.  I can write the number that matches with a group of objects up to 120.
1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ul style="list-style-type: none"> <li>- 10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>- 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).</li> </ul>	I can explain what each digit in a two-digit number represents.
1.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 $<$ .	I can use $>$ , $=$ and $<$ to compare two-digit numbers.
1.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 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.	I can develop a variety of strategies for adding numbers and explain my thinking.
1.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.	I can explain how to find 10 more or 10 less than a number using mental math.
1.NBT.6. 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.	I can use a variety of strategies to subtract multiples of 10 (in the range 10-90) and explain my thinking.
<b>Measurement &amp; Data</b>	<b>Long-Term Target(s)</b>
1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	I can compare the length of two objects using a third object.

<p><b>1.MD.2.</b> 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>I can measure objects using non-standard units.</p>
<p><b>1.MD.3.</b> Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>I can tell the time using different clocks (analog &amp; digital; to the half-hour).</p>
<p><b>1.MD.4.</b> 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.</p>	<p>I can organize data. I can compare data from different categories or groups. I can explain what my data represents.</p>
<p><b>Geometry</b></p>	<p><b>Long-Term Target(s)</b></p>
<p><b>1.G.1.</b> 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.</p>	<p>I can describe the traits that define shapes.</p>
<p><b>1.G.2.</b> 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.<sup>1</sup></p>	<p>I can combine two- or three-dimensional shapes to create a new shape.</p>
<p><b>1.G.3.</b> 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.</p>	<p>I can divide shapes into equal parts and use <i>halves</i>, <i>fourths</i> and <i>quarters</i> to describe them.</p> <p>I can explain the relationship between halves, fourths and quarters and a whole.</p>