

Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Mathematics
Grade: 1

Correlation Options: Show Correlated

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Mathematics		
Grade 1		
CATEGORY / CLUSTER: CCSS.Math.Practice.MP1 - Make sense of problems and persevere in solving them.	MP.1. - Make sense of problems and persevere in solving them.	CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: CCSS.Math.Practice.MP2 - Reason abstractly and quantitatively.	MP.2. - Reason abstractly and quantitatively.	CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.

<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP3 - Construct viable arguments and critique the reasoning of others.</p>	<p>MP.3. - Construct viable arguments and critique the reasoning of others.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP4 - Model with mathematics.</p>	<p>MP.4. - Model with mathematics.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP5 - Use appropriate tools strategically.</p>	<p>MP.5. - Use appropriate tools strategically.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure.</p>

		<p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP6 - Attend to precision.</p>	<p>MP.6. - Attend to precision.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP7 - Look for and make use of structure.</p>	<p>MP.7. - Look for and make use of structure.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP8 - Look for and express regularity in repeated reasoning.</p>	<p>MP.8. - Look for and express regularity in repeated reasoning.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>

		<p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.OA.A.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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p>

1.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.

1.OA.2. - 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.

1.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. (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.)

1.OA.4. - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

1.OA.6. - 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 $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

<p>STANDARD: CCSS.Math.Content.1.OA.A.2 - 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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>
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1.OA.2. - 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.

1.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. (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.)

1.OA.4. - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

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CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	
<p>STANDARD: CCSS.Math.Content.1.OA.B.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. (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.)</p>	<p>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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>

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.

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CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

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1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

<p>STANDARD: CCSS.Math.Content.1.OA.B.4 - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.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.</p>	<p>CC.2.2.1.A.1. - Represent and solve problems involving addition and subtraction within 20.</p> <p>CC.2.2.1.A.2. - Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>
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1.OA.2. - 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.

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	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	<p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.OA.C.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>CC.2.2.1.A.2. - Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>

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.

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<p>STANDARD: CCSS.Math.Content.1.OA.C.6 - 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.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.</p>	<p>CC.2.2.1.A.1. - Represent and solve problems involving addition and subtraction within 20.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p>
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CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	
<p>STANDARD: CCSS.Math.Content.1.OA.D.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	<p>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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>

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.

1.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.

1.OA.2. - 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.

1.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. (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.)

1.OA.4. - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

1.OA.6. - 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 $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

<p>STANDARD: CCSS.Math.Content.1.OA.D.8 - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>
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1.OA.2. - 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.

1.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. (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.)

1.OA.4. - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6. - 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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	
<p>STANDARD: CCSS.Math.Content.1.NBT.A.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.</p>	<p>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.</p> <p>1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>CC.2.1.1.B.1. - Extend the counting sequence to read and write numerals to represent objects.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>EXPECTATION: CCSS.Math.Content.1.NBT.B.2a - 10 can be thought of as a bundle of ten ones -- called a "ten."</p>	<p>1.NBT.2.a. - 10 can be thought of as a bundle of ten ones — called a "ten."</p> <p>1.NBT.2.b. - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>CC.2.1.1.B.2. - Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p>

1.NBT.2.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).

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 $<$.

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.

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.

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.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

<p>EXPECTATION: CCSS.Math.Content.1.NBT.B.2b - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>1.NBT.2.a. - 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>1.NBT.2.b. - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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 $<$.</p> <p>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.</p> <p>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.</p>	<p>CC.2.1.1.B.2. - Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p>
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	<p>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.</p>	<p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>EXPECTATION: CCSS.Math.Content.1.NBT.B.2c - 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).</p>	<p>1.NBT.2.a. - 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>1.NBT.2.b. - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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 $<$.</p>	<p>CC.2.1.1.B.2. - Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>	<p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.NBT.B.3 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>1.NBT.2.a. - 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>1.NBT.2.b. - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>CC.2.1.1.B.2. - Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p>

1.NBT.2.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).

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 $<$.

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.

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.

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.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

<p>STANDARD: CCSS.Math.Content.1.NBT.C.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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.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.</p>	<p>CC.2.1.1.B.3. - Use place-value concepts and properties of operations to add and subtract within 100.</p> <p>CC.2.2.1.A.2. - Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>
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1.OA.2. - 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.

1.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. (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.)

1.OA.4. - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6. - 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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	<p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.NBT.C.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>1.NBT.2.a. - 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>1.NBT.2.b. - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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 $<$.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

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.

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.

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.

1.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.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

1.OA.2. - 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.

1.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. (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.)

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1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6. - 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 $6 + 6 + 1 = 12 + 1 = 13$).

	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	
<p>STANDARD: CCSS.Math.Content.1.NBT.C.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.</p>	<p>1.NBT.2.a. - 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>1.NBT.2.b. - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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 $<$.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

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.

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.

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.

1.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.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

1.OA.2. - 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.

1.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. (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.)

1.OA.4. - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5. - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6. - 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 $6 + 6 + 1 = 12 + 1 = 13$).

	<p>1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. - 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	
<p>STANDARD: CCSS.Math.Content.1.MD.A.1 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>1.MD.1. - Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2. - 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>

<p>STANDARD: CCSS.Math.Content.1.MD.A.2 - 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>1.MD.1. - Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2. - 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>CC.2.4.1.A.1. - Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.MD.B.3 - Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>1.MD.3. - Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>CC.2.4.1.A.2. - Tell and write time to the nearest half hour using both analog and digital clocks.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

		<p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.MD.C.4 - 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>1.MD.4. - 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>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.G.A.1 - 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>1.G.1. - 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>1.G.2. - 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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p>

		<p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.G.A.2 - 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.</p>	<p>1.G.1. - 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>1.G.2. - 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.</p>	<p>CC.2.3.1.A.1. - Compose and distinguish between two- and three-dimensional shapes based on their attributes.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.1.G.A.3 - Partition circles and rectangles into two and four equal shares, describe the shares using the</p>	<p>1.G.3. - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters,</p>	<p>CC.2.3.1.A.2. - Use the understanding of fractions to partition shapes into halves and quarters.</p>

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 decomposing into more equal shares creates smaller shares.

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 decomposing into more equal shares creates smaller shares.

CC.MP.1. - Make sense of problems and persevere in solving them.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.