Common Core Skill Alignment

1ST GRADE MATH

1.OA Operations and Algebraic Thinking

1.OA.A Represent and solve problems involving addition and subtraction.

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.

- **D.5** Addition word problems - sums up to 10
- **D.6** Addition sentences for word problems - sums up to 10
- **D.9** Addition word problems - sums up to 18
- **D.10** Addition sentences for word problems - sums up to 18
- **D.13** Addition sentences for word problems - sums up to 20
- **H.6** Subtraction word problems - numbers up to 10
- **H.7** Subtraction sentences for word problems - numbers up to 10
- **H.10** Subtraction word problems - numbers up to 18
- **H.11** Subtraction sentences for word problems - numbers up to 18
- **J.6** Addition and subtraction word problems

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.

- **E.12** Add three numbers - word problems

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.3 Apply properties of operations as strategies to add and subtract.

- **D.14** Related addition facts

- [ ] **E.8** Add three numbers - make ten
- [ ] **E.11** Add three numbers
- [ ] **H.13** Related subtraction facts
- [ ] **J.3** Fact families

1.OA.B.4 Understand subtraction as an unknown-addend problem.

- [ ] **D.3** Complete the addition sentence - sums up to 10
- [ ] **E.7** Complete the addition sentence - make ten

1.OA.C Add and subtract within 20.

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

- [ ] **B.3** Addition sentences using number lines - sums up to 10
- [ ] **D.7** Addition sentences using number lines - sums up to 18
- [ ] **F.3** Subtraction sentences using number lines - numbers up to 10
- [ ] **H.8** Subtraction sentences using number lines - numbers up to 18

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).

- [ ] **B.4** Adding zero
- [ ] **C.1** Adding 1
- [ ] **C.2** Adding 2
- [ ] **C.3** Adding 3
- [ ] **C.4** Adding 4
- [ ] **C.5** Adding 5
- [ ] **C.6** Adding 6
- [ ] **C.7** Adding 7

- [ ] **C.8** Adding 8
- [ ] **C.9** Adding 9
- [ ] **C.10** Adding 0
- [ ] **D.1** Addition facts - sums up to 10
- [ ] **D.2** Make a number using addition - sums up to 10
- [ ] **D.4** Ways to make a number - addition sentences
- [ ] **D.8** Addition facts - sums up to 18
- [ ] **D.11** Addition facts - sums up to 20
- [ ] **D.12** Make a number using addition - sums up to 20
- [ ] **E.1** Add doubles - with models
- [ ] **E.2** Add doubles
- [ ] **E.4** Add using doubles plus one
- [ ] **E.5** Add using doubles minus one
- [ ] **E.8** Add three numbers - make ten
- [ ] **F.4** Subtract zero and all
- [ ] **G.1** Subtracting 1
- [ ] **G.2** Subtracting 2
- [ ] **G.3** Subtracting 3
- [ ] **G.4** Subtracting 4
- [ ] **G.5** Subtracting 5
- [ ] **G.6** Subtracting 6
- [ ] **G.7** Subtracting 7
- [ ] **G.8** Subtracting 8
- [ ] **G.9** Subtracting 9
- [ ] **G.10** Subtracting 0
- [ ] **H.1** Subtraction facts - numbers up to 10
- [ ] **H.2** Make a number using subtraction - numbers up to 10
- [ ] **H.3** Ways to make a number - subtraction sentences
- [ ] **H.4** Ways to subtract from a number - subtraction sentences
- [ ] **H.9** Subtraction facts - numbers up to 18

- [ ] **H.12** Make a number using subtraction - numbers up to 20
- [ ] **I.1** Relate addition and subtraction sentences
- [ ] **I.2** Subtract doubles
- [ ] **J.1** Addition and subtraction - ways to make a number
- [ ] **J.4** Addition and subtraction facts - numbers up to 10
- [ ] **J.5** Addition and subtraction facts - numbers up to 18

1.OA.D Work with addition and subtraction equations.

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

- [ ] **D.15** Addition sentences: true or false?
- [ ] **H.14** Subtraction sentences: true or false?
- [ ] **J.2** Which sign makes the number sentence true?
- [ ] **J.7** Addition and subtraction sentences: true or false?

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

- [ ] **D.3** Complete the addition sentence - sums up to 10
- [ ] **E.3** Add doubles - complete the sentence
- [ ] **E.7** Complete the addition sentence - make ten
- [ ] **H.5** Complete the subtraction sentence

1.NBT Number and Operations in Base Ten

1.NBT.A Extend the counting sequence.

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.

- [ ] **A.3** Counting review - up to 20
- [ ] **A.5** Count on ten frames - up to 40
- [ ] **A.7** Counting - up to 100
- [ ] **A.13** Counting on the hundred chart
- [ ] **A.22** Writing numbers in words

1.NBT.B Understand place value.

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- [ ] **A.8** Counting tens and ones - up to 99
- [ ] **A.14** Hundred chart
- [ ] **M.3** Place value models up to 100
- [ ] **M.5** Write numbers as tens and ones

1.NBT.B.2a 10 can be thought of as a bundle of ten ones - called a "ten."

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.

- [ ] **A.4** Counting tens and ones - up to 20
- [ ] **M.1** Place value models up to 20
- [ ] **M.2** Write numbers as tens and ones up to 20

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).

- [ ] **M.4** Convert between tens and ones

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 <.

- [ ] **K.3** Comparing numbers up to 100

1.NBT.C Use place value understanding and properties of operations to add and subtract.

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.

- **D.16** Add a one-digit number to a two-digit number - without regrouping
- **D.17** Regroup tens and ones - ways to make a number
- **D.18** Regroup tens and ones
- **D.19** Add a one-digit number to a two-digit number - with regrouping
- **E.6** Add three numbers - use doubles
- **E.9** Add two multiples of ten
- **E.10** Add a multiple of ten
- **E.11** Add three numbers

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.

- **J.8** Ten more or less

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.

- **I.3** Subtract multiples of 10

1.MD Measurement and Data

1.MD.A Measure lengths indirectly and by iterating length units.

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

- [ ] **P.2** Compare objects: length and height

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.

- [ ] **P.3** Measure using objects

1.MD.B Tell and write time.

1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

- [ ] **U.1** Match digital clocks and times
- [ ] **U.2** Match analog clocks and times
- [ ] **U.3** Match analog and digital clocks
- [ ] **U.4** Read clocks and write times

1.MD.C Represent and interpret data.

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.

- [ ] **O.1** Record data with tally charts, picture graphs, tables
- [ ] **O.2** Interpret data in tally charts, picture graphs, tables
- [ ] **T.1** Count shapes in a Venn diagram
- [ ] **T.2** Sort shapes into a Venn diagram

1.G Geometry

1.G.A Reason with shapes and their attributes.

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.

- **V.2** Select two-dimensional shapes
- **V.3** Count sides and vertices
- **V.5** Open and closed shapes
- **W.1** Two-dimensional and three-dimensional shapes
- **W.3** Cubes and rectangular prisms
- **W.4** Select three-dimensional shapes
- **W.5** Count vertices, edges, and faces
- **W.8** Identify faces of three-dimensional shapes

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.

1.G.A.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, 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.

- **X.1** Equal parts - halves and fourths
- **X.6** Halves and fourths