Common Core Math Standards
Grade 1

Common Core Standards	Converted/Unpacked Standards	
Standards Code: OA=Operations and Algebraic Thinking, NBT=Number and Operations in Base 10, MD=Measurements and Data, G=Geometry, NF=Number and Operations-Fractions, RP=Rations and Proportional Relationships, NS= Number System, EE=Expressions and Equations, SP=Statistics and Probability, A=Algebra.		
CC.1.OA.1 Represent and solve problems involving addition and subtraction. 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.	I can solve addition and subtraction word problems for numbers 1 through 20 using pictures, objects, and drawings. CC.1.OA.1 I can solve a word problem by adding 3 numbers in different ways. CC.1.OA.1	
CC.1.OA.2 Represent and solve problems involving addition and subtraction. 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.	I can solve three number word problems using pictures, objects, drawings, and equations.CC.1.OA.2	
CC.1.OA.3 Understand and apply properties of operations and the relationship between addition and subtraction. 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.) (Students need not use formal terms for these properties.)	I can show that adding zero to any number does not change the number.CC.1.OA.3 I can show that changing the order of the addends does not change the answer.CC.1.OA.3 I can show when adding three numbers in any order, the answer does not change. CC.1.OA.3 I can use strategies to add and subtract. CC.1.OA.3	
CC.1.OA.4 Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	I can understand fact families. CC.1.OA.4 I can use fact families to find an unknown addend. CC.1.OA.4 O can solve subtraction problems to find the missing number. CC.1.OA.4	
CC.1.OA.5 Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I can count on from numbers 1 to 20. CC.1.OA.5 I can count back to subtract numbers one through 20. CC.1.OA.5	
CC.1.OA.6 Add and subtract within 20. 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).	I can find my answer to addition and subtraction problems using different strategies. CC.1.OA.6	

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CC.1.OA.7 Work with addition and subtraction equations. 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.	I can explain that the equal sign means "the same". CC.1.OA.7 I can compare the values on each side of the equal sign. CC.1.OA.7	
CC.1.OA.8 Work with addition and subtraction equations. 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 = __.	I can find the missing number in an addition or subtraction problem. CC.1.OA.8 I can recognize part-part-whole relationships on three numbers. CC.1.OA.8	
CC.1.NBT.1 Extend the counting sequence. 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. CC.1.NBT.1 I can count on to 120 starting from any number.CC.1.NBT.1 I can read and write numbers up to 120. CC.1.NBT.1	
CC.1.NBT.2 Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones — called a “ten.” -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- 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).	I can identify the tens and ones places.CC.1.NBT.2 I can identify the value of each digit in a two-digit number. CC.1.NBT.2	
CC.1.NBT.3 Understand place value. 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 greater, less than, or equal to symbols, to compare two numbers. CC.1.NBT.3	
CC.1.NBT.4 Use place value understanding and properties of operations to add and subtract. 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 add numbers up to 100.CC.1.NBT.4 I can add a two digit and a one digit number.CC.1.NBT.4 I can add numbers plus 10. CC.1.NBT.4 I can use drawings and models to show addition and subtraction.CC.1.NBT.4	
CC.1.NBT.5 Use place value understanding and properties of operations to add and subtract. 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 mentally add or subtract 10 to any number. CC.1.NBT.5	

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CC.1.NBT.6 Use place value understanding and properties of operations to add and subtract. 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 add multiples of tens to a number.CC.1.NBT.6 I can subtract multiples of ten to a number. CC.1.NBT.6	
CC.1.MD.1 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.	I can compare two lengths.CC.1.MD.1 I can use standard units to measure.CC.1.MD.1 I can use non standard units to measure. CC.1.MD.1 I can put three objects in order by length. CC.1.MD.1	
CC.1.MD.2 Measure lengths indirectly and by iterating length units. 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.	I can use non-standard (e.g. paper clips, pennies, post-it notes) items to measure the length of larger items. (CCSS: 1.MD.2) I can record my measurements. (CCSS: 1.MD.2)	
CC.1.MD.3 Tell and write time. Tell and write time in hours and half-hours using analog and digital clocks.	I can tell and write time in hours and half-hours using analog and digital clocks. (CCSS: 1.MD.3)	
CC.1.MD.4 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.	I can organize data in up to 3 categories. (CCSS: 1.MD.4) I can respresent data in up to 3 categories. (CCSS: 1.MD.4) I can interpret data in up to 3 categories. (CCSS: 1.MD.4) I can ask and answer questions about data. (CCSS: 1.MD.4) I can determine when a category has more or less than another category. (CCSS: 1.MD.4)	
CC.1.G.1 Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.	I can explain the difference between defining attributes (sides, angles, faces) and non-defining attributes (color, orientations, and overall size). (CCSS: 1.G.1) I can construct and draw a shape when given defining attributes. (e.g. Draw a shape that has 3 equal sides and 3 angles) (CCSS: 1.G.1)	

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CC.1.G.2 Reason with shapes and their attributes. 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. (Students do not need to learn formal names such as "right rectangular prism.")	I can identify two-dimensional and three-dimensional shapes. (CCSS: 1.G.2) I can create new shapes using two-dimensional and/or three-dimensional shapes. (CCSS: 1.G.2)	
CC.1.G.3 Reason with 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 decomposing into more equal shares creates smaller shares.	I can cut (divide) circles and rectangles into two and four equal parts. (CCSS: 1.G.3) I can describe the equal parts of a circle and rectangle with words (halves, fourth, quarters). (CCSS: 1.G.3) I can describe that equal parts make up a whole. (e.g. 1/2 + 1/2 = 1 whole) (CCSS: 1.G.3) I understand that if there are more equal parts the parts are smaller. (CCSS: 1.G.3)	
CC.1.G.2 Reason with shapes and their attributes. 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. (Students do not need to learn formal names such as "right rectangular prism.")	I can identify two-dimensional and three-dimensional shapes. (CCSS: 1.G.2) I can create new shapes using two-dimensional and/or three-dimensional shapes. (CCSS: 1.G.2)	
Standards for Mathematical Practice	**1. Make sense of problems and persevere in solving them.** **2. Reason abstractly and quantitatively.** **3. Construct viable arguments and critique the reasoning of others.** **4. Model with mathematics.** **5. Use appropriate tools strategically.** **6. Attend to precision.** **7. Look for and make use of structure.** **8. Look for and express regularity in repeated reasoning.**	