


★ Mastery Expectations

For the First Grade Curriculum

In First Grade, *Everyday Mathematics* focuses on procedures, concepts, and applications in four critical areas:

- Understanding addition, subtraction, and strategies within 20.
- Understanding whole number relationships and place value, including grouping by tens and ones.
- Understanding linear measurement as iterating length units.
- Composing and decomposing geometric shapes and reasoning about the attributes of shapes.

 Common Core State Standards	First Quarter Benchmark Expectations for Units 1 through 3	Second Quarter Benchmark Expectations for Units 4 and 5	Third Quarter Benchmark Expectations for Units 6 and 7	Fourth Quarter Benchmark Expectations for Units 8 and 9
1.OA.1	Solve parts-and-total number stories within 10.	Solve and write number models for parts-and-total, change, and comparison number stories within 10.	★ 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.	Ongoing practice and application
1.OA.2	No expectations for mastery at this point.	Solve number stories with three addends by first finding a combination of 10 or a double from two of the addends.	★ 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.	Ongoing practice and application

Instruction concludes for this standard during this quarter (but the standard may be revisited for review, practice, or application to promote long-term retention, applications, generalization, and transfer).

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Common Core State Standards

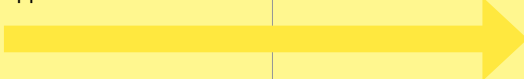
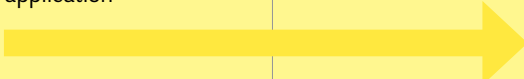
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1.OA.3	Explain what the turnaround rule means.	Recognize that a fact and a turnaround fact have the same sum. Add three numbers by first finding a combination of 10 or a double from two of the addends.	★ Apply properties of operations as strategies to add and subtract. ² 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.)	Ongoing practice and application
1.OA.4	Understand that some addition strategies can be used to solve subtraction problems. <i>For example, think "What do I need to add to 7 in order to get 10?"</i>	Understand that a difference can be found with both subtraction and addition.	★ Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	Ongoing practice and application
1.OA.5	Use counting on a number line or number grid to solve addition and subtraction problems.	★ Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Ongoing practice and application	
1.OA.6	Add and subtract on the number line to solve simple number stories and extend number patterns.	Add and subtract within 10, including fluently solving addition and subtraction doubles and combinations of 10.	Use think addition, counting up, and counting back strategies to solve subtraction facts.	
				★ 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 $6 + 6 + 1 = 12 + 1 = 13$).

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1.OA.7	Use an equal sign to write addition and subtraction number models.	Explain the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10.	★ 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Ongoing practice and application
1.OA.8	Find the unknown number of hops between two numbers.	★ 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	Ongoing practice and application.	
1.NBT.1	Use skip counting to add and subtract on the number line. Extend number patterns within 100.	★ 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.	Ongoing practice and application	
1.NBT.2	No expectations for mastery at this point.	Identify the two-digit number represented by base-10 blocks.	★ Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Ongoing practice and application.
1.NBT.2a	No expectations for mastery at this point.	Exchange 1 ten for 10 ones.	★ 10 can be thought of as a bundle of ten ones—called a “ten.”	Ongoing practice and application.

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1.NBT.2b	No expectations for mastery at this point.	Identify the teen number represented by base-10 blocks.	★ The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Ongoing practice and application.
1.NBT.2c	No expectations for mastery at this point.	Identify the multiple of 10 represented by base-10 blocks.	★ 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).	Ongoing practice and application
1.NBT.3	Compare the value of two numbers (<20).	Use >, =, and < to record comparisons of numbers.	★ Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Ongoing practice and application
1.NBT.4	No expectations for mastery at this point.	Add a two-digit and a one-digit number using tools.	Add within 100 using tools.	★ 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	No expectations for mastery at this point.	Given a two-digit number, find 10 more and 10 less than the number using any tool	Given a two-digit number, find 10 more or 10 less than the number using a tool only if needed.	★ Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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1.NBT.6	No expectations for mastery at this point.	Find the difference between two-digit multiples of 10 using tools.	Subtract two-digit multiples of 10 from other two-digit multiples of 10 using tools.	★ 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.MD.1	Identify the shortest and longest out of two or three objects.	Order three objects by length.	★ Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Ongoing practice and application
1.MD.2	No expectations for mastery at this point.	Measure a path with base-10 cubes.	★ 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>	Ongoing practice and application
1.MD.3	No expectations for mastery at this point.	No expectations for mastery at this point.	Show time to the hour on an analog clock with both the hour and minute hands.	★ Tell and write time in hours and half-hours using analog and digital clocks.

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1.MD.4	Organize data in a tally chart. Answer simple questions about a tally chart.	Organize data in a tally chart. Answer simple questions about a tally chart or bar graph.	Organize data in a tally chart or bar graph. Answer simple questions about a tally chart or bar graph.	★ 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.
1.G.1	Draw shapes.	Build shapes with a specified number of sides.	Name defining attributes of 2-dimensional shapes.	★ 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.
1.G.2	Combine pattern blocks to make designs; combine base-10 blocks to build structures.	Compose a new two-dimensional shape from two two-dimensional shapes; compose shapes with base-10 blocks.	Using two two-dimensional shapes, compose two different two-dimensional shapes.	★ 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.3	No expectations for mastery at this point.	No expectations for mastery at this point.	No expectations for mastery at this point.	★ 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.

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