FIRST GRADE
Mathematic Standards for the Archdiocese of Detroit

Operations and Algebraic Thinking

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 unknown in all positions
1.OA.A.2	Solve word problems that call for addition of three numbers whose sum is less than or equal to 20.

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

Add and Subtract Within 20	
1.OA.C.5	Relate counting to addition and subtraction
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, decomposing a number leading to 10, using the relationship between addition and subtraction, and creating equivalent but easier or known sums

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

Number and Operations in Base Ten

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
1.NBT.A.2	Count backwards by 1's starting at any number between 0 and 120.
1.NBT.A.3	Count to 120 by 2's, 5's and 10's fluently

Understand Place Value

1.NBT.B.4	Understand that the two digits of a two-digit number represent amounts of tens and ones
1.NBT.B.5a	10 can be thought of as a bundle of ten ones-called a "ten"
1.NBT.B.5b	The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones
1.NBT.B.5c	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.B.6	Compare two two-digit numbers based on meanings of the tens and ones digit, recording the results of comparisons with the symbols < > and =

Use Place Value Understanding and Properties of Operations to Add and Subtract

1.NBT.C.7	**Add within 120, including adding a two-digit and a one-digit number, and adding a two-digit 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.C.8	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count
1.NBT.C. 9	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90

1.NBT.C.10	UnAderstand that a number to the right of another number on the number line is bigger and that the number to the left is smaller
Measurement and Data	
Measure Lengths Indirectly and by Iterating Length Units	
1.MD.A.1	Order three objects by length; compare the length of two objects indirectly by using a third object
1.MD.A.2	Express the length/width of an object as a whole number of length/width units, by laying multiple copies of a shorter object 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
Tell and Write Time	
1.MD.B.3	Tell and write time in hours and half hours using analog and digital clocks
1.MD.B.4	Tell and write time of day using am and pm
1.MD.B.5	Introduce elapsed time in hours
Represent and Interpret Data	
1.MD.C.6	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.MD.C.7	Collect and organize data to create and use a graph
Work With Money	
1.MD.D.8	**Tell the cent equivalent to the penny, nickel, dime, and quarter.**
1.MD.D.9	Match one coin of one denomination to an equivalent set of coin of another denomination.
1.MD.D.10	Understand that some money that we receive should be saved, and some should be given to those in need.

Geometry	
Reason with Shapes and their Attributes	
1.G.A.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes
1.G.A.2	Compose two-dimensional shapes or three-dimensional shapes 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, describing 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.
1.G.A.4	Describe relative positions of objects on a plane and in space, using words such as above, below, behind, in front of
1.G.A.5	Recognize symmetry as equal halves of the same object