

1st Grade Essential Skills

- 1OA1 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.
- 1OA3 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.)
- 1OA6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- 1NBT1 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.
- 1NBT2 Understand that the two digits of a two digit number represent amounts of tens and ones. Understand the following as special cases:
- 10 can be thought of as a bundle of ten ones – called a “ten”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones
 - 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).
- 1NBT3 Compare two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (without symbols for essential)
- 1NBT 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 (without regrouping for essential)
- 1NBT6 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.

- 1MD1 Order three objects by length; compare the lengths of two objects indirectly by using a third object
- 1MD2 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.
- 1G1 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.
- 1G2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right triangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.