

Selecting Essential Standards

First Grade Whole Number/Decimal Operations

	Endurance: Will this standard provide students with knowledge and skills that are valuable beyond a single test date?	Leverage: Will this standard provide students with knowledge and skills that are valuable in multiple disciplines?	Readiness: Will this standard provide students with knowledge and skills essential for success in the next grade level?
Student Expectations:			
<i>Deepening Understanding of Addition and Subtraction:</i>			
1.3B Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2+4=$ ___; $3+$ ___ $=7$; and $5 =$ ___ -3	X	X	X
1.3C Compose 10 with two or more addends with and without concrete objects	X	X	X
1.5D represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	X		X

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1.5E Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)	X		X
1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	X	X	X
<i>Addition and Subtraction Basic Fact Strategies:</i>			
1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10	X		X
1.3E Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	X		X
1.5G apply properties of operations to add and subtract two or three numbers	X	X	X

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<i>Place Value to 120:</i>			
1.2A Recognize instantly the quantity of structured arrangements	X	X	X
1.2B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones	X		X
1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120	X	X	X
1.2D Generate a number that is greater than or less than a given whole number up to 120	X		X
1.2E Use place value to compare whole numbers up to 120 using comparative language	X	X	X
1.2F Order whole numbers up to 120 using place value and open number lines	X	X	X
1.2G Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$	X		X

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1.3A Use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99			X
1.5C Use relationships to determine the number that is 10 more and 10 less than a given number up to 120	X		X
Generate Addition and Subtraction Problems:			
1.3F Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	X		X
<i>Spiraling Review:</i>			
1.4A Identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them	X		X
1.4B Write a number with the cent symbol to describe the value of a coin			
1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes	X		X

1.5A Recite numbers forward and backward from any given number between 1 and 120	X		X
1.5B skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set	X		
1.7E Tell time to the hour and half hour using analog and digital clocks	X	X	X