

*Carmel Unified School District*  
 Priority Standards for Mathematics  
**FIRST GRADE**

The Criteria used to identify the Priority Standards include:

- Endurance: Standards that provide students with knowledge and skills beyond a single test date, course, or year.
- Leverage: Standards that provide knowledge and skills that will be valuable in multiple disciplines.
- Readiness: Standards that provide knowledge and skills for success in the next grade or level of instruction.

The key is “prioritization” not elimination.” By giving priority to certain standards, we can provide in-depth instruction on what matters most and target support for students

Priority Standards	Supporting Standards
<b>Number and Operations</b>	
<p><b>1NBT.1</b> 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.</p> <p><b>1NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>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).</li> </ol> <p><b>1NBT.4</b> 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.</p>	<p><b>1NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>. <i>(supports 1NBT.2)</i></p> <p><b>1NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <i>(supports 1NBT.4)</i></p> <p><b>1NBT.6</b> 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>(supports 1NBT.4)</i></p>
<b>Operations and Algebraic Thinking</b>	

<p><b>1OA.1</b> 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.</p> <p><b>1OA.3</b> Apply properties of operations as strategies to add and subtract. Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</p> <p><b>1OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>1OA.8</b> 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 <math>8 + ? = 11</math>, <math>5 = \text{?} - 3</math>, <math>6 + 6 = \text{?}</math>.</p>	<p><b>1OA.2</b> 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>(supports 1OA.1)</i></p> <p><b>1OA.4</b> Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. <i>(supports 1OA.8)</i></p> <p><b>1OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). <i>(supports 1OA.6)</i></p> <p><b>1OA.7</b> 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? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>. <i>(supports 1OA.3 and 1OA.6)</i></p>
<p style="text-align: center;"><b>Geometry</b></p>	
<p><b>1G.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p><b>1G.2</b> 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.</p> <p><b>1G.3</b> 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 fourth of the shares. Understand for these examples that decomposing into more equal shares create smaller shares.</p>
<p style="text-align: center;"><b>Measurement and Data</b></p>	

**1MD.2** 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.

**1MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. *(relates to 1MD.4)*

**1MD.3** Tell and write time in hours and half-hours using analog and digital clocks. *(relates to 1G.3)*

**1MD.4** 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. *(supports to ADD...)*