

Grade 1 Grade-Level Expanded Expectations

NUMBER SENSE: NS

1.NS.A	Understand and use numbers up to 120.	
1.NS.A.1	Count to 120, starting at any number less than 120.	The expectation for the student is to count verbally to 120, starting at any number less than 120. The focus here should be on transitions between multiples of ten. (e.g., 38, 39, 40,... or 68, 69, 70,...)
1.NS.A.2	Read and write numerals and represent a number of objects with a written numeral.	The expectation for the student is to read and write numerals and represent a number of objects with a written numeral (limit to 120).
1.NS.A.3	Count backward from a given number between 20 and 1.	The expectation for the student is to count backward from a given number between 20 and 1. (e.g., 13, 12, 11, 10, ..., 1)
1.NS.A.4	Count by 5s to 100 starting at any multiple of five.	The expectation for the student is to count by 5s to 100 starting at any multiple of five. (e.g., 30, 35, 40, ..., 100)

NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT

1.NBT.A	Understand place value of two-digit numbers.	
1.NBT.A.1	Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”.	The expectation for the student is to understand that 10 can be thought of as a bundle of 10 ones – called a “ten”. (e.g., <i>Ten straws make a bundle of ten or ten unit cubes bundles into a rod.</i>)
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s).	The expectation for the student is to understand two-digit numbers are composed of ten(s) (10, 20, 30, 40, 50, 60, 70, 80, 90) and one(s) (zero, one, two, three, four, five, six, seven, eight or nine).
1.NBT.A.3	Compare two two-digit numbers using the symbols $>$, $=$ or $<$.	The expectation for the student is to compare two two-digit numbers based on meaning of the tens and ones digits and recording the results of comparison with the symbols $>$, $=$, $<$. (e.g., $21 > 12$)
1.NBT.A.4	Count by 10s to 120 starting at any number.	The expectation for the student is to count by 10s to 120 starting at any number. (e.g., 43, 53, 63, 73, etc.)

1.NBT.B	Use place value understanding to add and subtract.	
1.NBT.B.5	Add within 100.	The expectation for the student is to 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). When appropriate, justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. Understand that in adding two-digit numbers, one adds tens to tens, ones to ones.
1.NBT.B.6	Calculate 10 more or 10 less than a given number mentally without having to count.	The expectation for the student is to calculate 10 more or 10 less than a given number mentally without having to count. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. (<i>e.g., 10 more than 23 is 33 and 10 less than 66 is 56.</i>)
1.NBT.B.7	Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	The expectation for the student is to add or subtract a multiple of 10 from another two-digit number, and justify the solution. Add or subtract a multiple of 10 from another two-digit number. When appropriate, justify answers using concrete models, drawings or symbols which convey strategies connected to place value understanding. Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens from tens and ones from ones.

RELATIONSHIPS AND ALGEBRAIC THINKING: RA

1.RA.A	Represent and solve problems involving addition and subtraction.	
1.RA.A.1	Use addition and subtraction within 20 to solve problems.	The expectation for the student is to use addition and subtraction using numbers less than or equal to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.
1.RA.A.2	Solve problems that call for addition of three whole numbers whose sum is within 20.	The expectation for the student is to solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. Use objects, drawings and/or equations with a symbol for the unknown number to represent the problem.

1.RA.A.3	Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	The expectation for the student is to develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (e.g., which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.)
1.RA.A.4	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	The expectation for the student is to 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 $8 + \square = 11$, $\square = 5 - 3$, $6 + 6 = \square$, $9 = 10 - \square$.
1.RA.B	Understand and apply properties of operations and the relationship between addition and subtraction.	
1.RA.B.5	Use properties as strategies to add and subtract.	The expectation for the student is to use properties as strategies to add and subtract. For example: If $8 + 3 = 11$ is known then $3 + 8 = 11$ is also known. (commutative property of addition) To add $2 + 6 + 4$ the first two numbers can be added, so $8 + 4 = 12$. However, the second two numbers can be added first to make 10. So $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition) The student should discuss how and why the results are the same, and begin to generalize these patterns. (The student need not be assessed on the use of the formal terms for these properties; however, the teacher should use the correct mathematical vocabulary in class).
1.RA.B.6	Demonstrate that subtraction can be solved as an unknown-addend problem.	The expectation for the student is to demonstrate that subtraction can be solved as an unknown-addend problem. For example, subtract $10 - 7$ by finding the number that makes 10 when added to 7.
1.RA.C	Add and subtract within 20.	
1.RA.C.7	Add and subtract within 20.	The expectation for the student is to add and subtract using a variety of strategies, results within 20. These strategies could include 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 $6 + 6 + 1 = 12 + 1 = 13$). No single strategy is recommended over another. Consider the needs of the student.

1.RA.C.8	Demonstrate fluency with addition and subtraction within 10.	The expectation for the student is to demonstrate fluency with sums and differences within ten. (<i>Fluency refers to accuracy and efficiency and does not equate to memorization.</i>)
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GEOMETRY AND MEASUREMENT: GM

1.GM.A	Reason with shapes and their attributes.	
1.GM.A.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	The expectation for the student is to 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. Describe the similarities and differences of two shapes.
1.GM.A.2	Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	The expectation for the student is to compose and decompose two- (e.g., rectangles including squares, trapezoids, triangles, half-circles and quarter-circles) and three-dimensional (e.g., rectangular prisms, triangular prisms, cones and cylinders) shapes to build an understanding of part-whole relationships, and the properties of the original and composite shapes.
1.GM.A.3	Recognize two- and three-dimensional shapes from different perspectives and orientations.	The expectation for the student is to recognize two- and three-dimensional shapes from different perspectives and orientations. (<i>e.g., The student can recognize a triangle in any position.</i>)
1.GM.A.4	Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	The expectation for the student is to 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 <i>two of</i> , or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
1.GM.B	Measure lengths in non-standard units.	
1.GM.B.5	Order three or more objects by length.	The expectation for the student is to order three or more objects by length. (e.g., heights of three students, lengths of pencils, etc.)
1.GM.B.6	Compare the lengths of two objects indirectly by using a third object.	The expectation for the student is to compare the lengths of two objects indirectly by using a third object. (<i>e.g., Determine if a poster on one wall is wider than a chart on the opposite wall, a piece of string could be used to “measure” the poster and then this length of string could be compared to the chart’s width. To determine if the width of the door is greater than the width of the window, a student’s arm span could be used as the third object.</i>)

1.GM.B.7	Demonstrate the ability to measure length or distance using objects.	The expectation for the student is to demonstrate the ability to measure length or distance using objects as non-standard units of measurement. 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. (e.g., <i>express the length of a desk in the number of paper clips that can be laid end to end.</i>)
1.GM.C	Work with time and money.	
1.GM.C.8	Tell and write time in hours and half-hours using analog and digital clocks.	The expectation for the student is to tell and write time in hours and half-hours using analog and digital clocks. (e.g., 1:00, 1:30, 2:00, etc.)
1.GM.C.9	Know the value of a penny, nickel, dime and quarter.	The expectation for the student is to know the value of the penny, nickel, dime and quarter (e.g., <i>A quarter is 25 cents.</i>).

DATA AND STATISTICS: DS

1.DS.A	Represent and interpret data.	
1.DS.A.1	Collect, organize and represent data with up to three categories.	The expectation for the student is to collect, organize and represent data with up to three categories using object graphs, picture graphs, T-charts and tallies.
1.DS.A.2	Draw conclusions from object graphs, picture graphs, T-charts and tallies.	The expectation for the student is to draw conclusions from given object graphs, picture graphs, T-charts and tallies. (e.g., <i>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 another.</i>)