

**1st Grade Priority Standards  
Math 2020-2021**

<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Operations and Algebraic Thinking</b>	<b>1.OA.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. <b>MP.1, MP.2</b>	Unit 2	Unit 2		
<b>Operations and Algebraic Thinking</b>	<b>1.OA.3</b> -Apply properties of operations as strategies to add and subtract. <b>MP.2, MP.7</b>		Unit 3	Unit 5	Unit 5 Unit 6
<b>Operations and Algebraic Thinking</b>	<b>1.OA.4</b> -Understand subtraction as an unknown-addend problem. <b>MP.2, MP.7</b>	Unit 2	Unit 2 Unit 3		Unit 6
<b>Operations and Algebraic Thinking</b>	<b>1.OA.6</b> Add and subtract within 20. a. Fluently add and subtract within 10. b. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. <b>MP.2, MP.7, MP.8</b>	Unit 1 Unit 2	Unit 2 Unit 3	Unit 5	Unit 5 Unit 6
<b>Operations and Algebraic Thinking</b>	<b>1.OA.7</b> -Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. <b>MP.3, MP.3</b>	Unit 2	Unit 2		
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Numbers and Operations</b>	<b>1.NBT.1</b> -Count and represent numbers. a. Count forward to and backward from 120, starting at any number less than 120.			Unit 4	Unit 7

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<b>in Base Ten</b>	<p><b>b.</b> In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>MP.2, MP.5, MP.8</b></p>				
<b>Numbers and Operations in Base Ten</b>	<p><b>1.NBT.2</b>-Understand the two-digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p><b>a.</b> 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p><b>b.</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.</p> <p><b>c.</b> 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).</p> <p><b>MP.5, MP.7</b></p>			Unit 4	
<b>Numbers and Operations in Base Ten</b>	<p><b>1.NBT.3</b>-Compare two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>MP.2</b></p>			Unit 4	
<b>Numbers and Operations in Base Ten</b>	<p><b>1.NBT.4</b>-Add within 100 including adding a two-digit number and a one-digit number. Add a two-digit number and a multiple of 10.</p> <p><b>a.</b> Add within 100 using...</p> <ul style="list-style-type: none"> <li>○ concrete models or drawings;</li> <li>○ strategies based on place value;</li> <li>○ properties of operations;</li> <li>○ • the relationship between addition and subtraction.</li> </ul> <p><b>b.</b> Relate the addition 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>MP.7, MP.2, MP.3</b></p>			Unit 5	Unit 5
<b>Numbers and Operations in Base Ten</b>	<p><b>1.NBT.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.</p> <p><b>MP.2, MP.8</b></p>			Unit 5	Unit 6
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

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<b>Measurement and Data</b>	<p><b>1.MD.2</b>-Express the length of an object as a whole number of same size length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps. <b>MP.2, MP.5</b></p>				Unit 6
<b>Measurement and Data</b>	<p><b>1.MD.4</b>-Investigate questions involving categorical data.  <b>a.</b> Pose a question that can be answered by gathering data.  <b>b.</b> Determine strategy for gathering data from peers.  <b>c.</b> Organize and represent data in a table/chart with up to three categories  <b>d.</b> Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category and how many more or less are in one category than in another.  <b>MP.1, MP.3, MP.4, MP.6</b></p>		Unit 3		

**Quarter 1:** 8-9-21 thru 10-18-21

**Quarter 2:** 10-19-21 thru 12-17-21

**Quarter 3:** 1-3-22 thru 3-8-22

**Quarter 4:** 3-9-22 thru 5-20-22