



Grade 1 Grade-Level Goals

CCSS EDITION

| Content Strand: Number and Numeration | | |
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| Program Goal | Content Thread | Grade-Level Goal |
| Understand the Meanings, Uses, and Representations of Numbers | <i>Rote counting</i> | Goal 1 Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators. |
| | <i>Rational counting</i> | Goal 2 Count collections of objects accurately and reliably; estimate the number of objects in a collection. |
| | <i>Place value and notation</i> | Goal 3 Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places. |
| | <i>Meanings and uses of fractions</i> | Goal 4 Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or a collection; describe the model. |
| | <i>Number theory</i> | Goal 5 Use manipulatives to identify and model odd and even numbers. |
| Understand Equivalent Names for Numbers | <i>Equivalent names for whole numbers</i> | Goal 6 Use manipulatives, drawings, tally marks, and numerical expressions involving addition and subtraction of 1- or 2-digit numbers to give equivalent names for whole numbers up to 100. |
| Understand Common Numerical Relations | <i>Comparing and ordering numbers</i> | Goal 7 Compare and order whole numbers up to 1,000. |





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| Content Strand: Operations and Computation | | |
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| Program Goal | Content Thread | Grade-Level Goal |
| Compute Accurately | <i>Addition and subtraction facts</i> | Goal 1 Demonstrate appropriate fluency with addition and subtraction facts through $10+10$. |
| | <i>Addition and subtraction procedures</i> | Goal 2 Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 2-digit whole numbers; calculate and compare the values of combinations of coins. |
| Make Reasonable Estimates | <i>Computational estimation</i> | Goal 3 Estimate reasonableness of answers to basic fact problems (e.g., Will $7+8$ be more or less than 10 ?). |
| Understand Meanings of Operations | <i>Models for the operations</i> | Goal 4 Identify change-to-more, change-to-less, comparison, and parts-and-total situations. |

| Content Strand: Data and Chance | | |
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| Program Goal | Content Thread | Grade-Level Goal |
| Select and Create Appropriate Graphical Representations of Collected or Given Data | <i>Data collection and representation</i> | Goal 1 Collect and organize data to create class-constructed tally charts, tables, bar graphs, and line plots. |
| Analyze and Interpret Data | <i>Data analysis</i> | Goal 2 Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set. |
| Understand and Apply Basic Concepts of Probability | <i>Qualitative probability</i> | Goal 3 Describe events using certain, likely, unlikely, impossible, and other basic probability terms. |





Grade 1 Grade-Level Goals

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| Content Strand: Measurement and Reference Frames | | |
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| Program Goal | Content Thread | Grade-Level Goal |
| Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements | <i>Length, weight, and angles</i> | Goal 1 Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools. |
| | <i>Money</i> | Goal 2 Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills; make exchanges between coins. |
| Use and Understand Reference Frames | <i>Temperature</i> | Goal 3 Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest 10°. |
| | <i>Time</i> | Goal 4 Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock. |

| Content Strand: Geometry | | |
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| Program Goal | Content Thread | Grade-Level Goal |
| Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes | <i>Plane and solid figures</i> | Goal 1 Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes. |
| Apply Transformations and Symmetry in Geometric Situations | <i>Transformations and symmetry</i> | Goal 2 Identify shapes having line symmetry; complete line-symmetric shapes or designs. |





Grade 1 Grade-Level Goals

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| Content Strand: Patterns, Functions, and Algebra | | |
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| Program Goal | Content Thread | Grade-Level Goal |
| Understand Patterns and Functions | <i>Patterns and functions</i> | Goal 1 Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, “What’s My Rule?” tables, and Frames-and-Arrows diagrams. |
| Use Algebraic Notation to Represent and Analyze Situations and Structures | <i>Algebraic notation and solving number sentences</i> | Goal 2 Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols > and < with cues; solve equations involving addition and subtraction. |
| | <i>Properties of the arithmetic operations</i> | Goal 3 Apply the Commutative and Associative Properties of Addition and the Additive Identity to basic addition fact problems. |

