Grade 1 Math Benchmarks - Full Standards

Each page has a report card standard with the benchmarks listed by Term.

Each of the content standards from the MA Curriculum Frameworks are included for the report card standard that they align with.

Notice the lanuage is consistent for each standard as it moves across the Terms. The changes between expectations for each term are indicated with **B**OLD font.

Represents and Solves Story Problems 1OA1, 1OA 2			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1OA1	Use addition and subtraction **within 10** to solve word problems involving situations of **adding to, taking from, putting together, taking apart**, and comparing, with unknowns in **some** positions, e.g., by using objects, drawings, and equations (number sentences) with a symbol for the unknown number to represent the problem.	Use addition and subtraction **within 10** 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 (number sentences) with a symbol for the unknown number to represent the problem.	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 (number sentences) with a symbol for the unknown number to represent the problem.
1OA2		Add 3 whole numbers (with a total up to 20).	**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.

Understands and Applies Properties of Addition and Subtraction 1OA3, 1OA4			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1OA3	N/A	Apply properties of operations to add. For example, when adding numbers order does not matter. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition). *Students do NOT need to know the formal names of these properties, however teachers are encouraged to use the precise terms.*	Apply properties of operations to add. For example, when adding numbers order does not matter. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition). **When adding zero to a number, the result is the same number (Identity property of zero for addition).** *Students do NOT need to know the formal names of these properties, however teachers are encouraged to use the precise terms.*
1OA4	N/A	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

Add and Subtract within 20 **1OA5, 1OA6**			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1OA5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1OA6	Fluency is not accessed term 1 Add and subtract within 20 with math tools (counters, numberline, drawings)	Add and subtract within 20, **Fluency (*Flexible, appropriate, effective, and effecient strategy use)* for addition and subtraction within 10 using mental strategies** such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (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).	Add and subtract within 20, Fluency (*Flexible, appropriate, effective, and effecient strategy use)* for addition and subtraction within 10 using mental strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (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).

Works with Addition and Subtraction Equations 1OA7, 1OA8			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1OA7	Solves Equations (with in 10) using a numberline or other strategy	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? 6 = 6, 7 = 8 – 1,	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? 6 = 6, 7 = 8 – 1, **5 + 2 = 2 + 5, 4 + 1 = 5 + 2.**
1OA8	Composes and decomposes numbers and represents with a drawing (ex: number bond)	Understands related facts and begins to make connections with these to fact families (ex: uses numberbonds to show this connection)	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 + ? = 11, 5 = □ – 3, 6 + 6 = □.

Reads, Writes, and Compares Numbers 1NBT1, 1NBT3			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1NBT1	Count to 100 by 1s Read and write numerals (**to 15)** and represent a number of objects **(to 20)** with a written numeral	Count to 100 **by 2s, 5s, and 10s**, starting at any number less than 100. Read and write numerals **(to 50)** and represent a number of objects (to 20) with a written numeral	Count to 120 **by 2s, 5s, and 10s**, starting at any number less than 120. Read and write numerals **(to 120)** and represent a number of objects with a written numeral
1NBT3	Compare numbers to 15 using strategies	Compare numbers to 20 using strategies and represent this comparision with symobols >, =, <.	Compare numbers to 120 using strategies and represent this comparision with symobols >, =, <.

Demonstrates an Understanding of Place Value 1NBT2, 1NBT3			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1NBT2	N/A	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).
1NBT3	N/A	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <

Uses Place Value Understanding and Properties of Operations to Add and Subtract 1NBT4, 1NBT5, 1NBT6			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1NBT4	N/A	Add within 100, including adding a two-digit number and a one-digit number, 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.	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.
1NBT5	N/A	Given a two-digit number, mentally find 10 more or 10 less than the number, **using a number grid**; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value.
1NBT6	N/A	--	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.

Understands Linear Measurement and Compares Lengths 1MD1, 1MD2			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1MD1	N/A	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1MD2	N/A	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.	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.

Tells and Writes Time 1MD3			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1MD1	N/A	Tell and write time in **hours** analog and digital clocks. * Note: this is a unit 6 expectaion. This may be an N/A based on the pacing for each classroom at this time of year	Tell and write time in **hours and half-hours** using analog and digital clocks.

Represents and Interprets Data 1MD4			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1MD4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the data.	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. *(for example read bar graphs and line plots and make connections to comparison problems)*	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. *(for example read bar graphs and line plots and make connections to comparison problems)*

Works with Money 1MD5			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1MD5	N/A	N/A	*Recognize the physical appearance of coins and* Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems (up to 100¢).

Reasons with Shapes and Their Attributes 1G1, 1G2, 1G3			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
1G1	N/A	N/A	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 that possess defining attributes. **SEE BELOW FOR MORE DETAILS**
1G2	N/A	N/A	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quartercircles) 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. *Students do not need to know the formal names of cones and prisims Ex: Right Rectangular Prism)*
1G3	N/A	N/A	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 four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Standard 1G1 - For this standard, formal vocabulary for attributes (sides, corners, vertices) should be for 2D shapes. Students should be exposed to vocabulary for 3D shapes (faces, edges, vertices). The formal language that we use to define shapes is a focus in later grades. Lesson 8-6 from Everyday Math uses the formal language, students can be introduced to these terms, but it is not a mastery exception. The TASKS that are provided here are examples of the language students in first grade should be expected to use with 3D shapes (ex: The can is in the shape of a cylinder. It has circles on the ends, just like all cylinders." "The can is a in the shape of a cylinder. It is made of metal, but some cylinders aren't.")

Makes Sense of Problems and Peserveres in Solving **SMP1, SMP2, SMP7, SMP8**
- Continues to try when a problem is hard - Creates mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and objects - Solves problems in more than one way - Makes comparsions between strategies - Looks for mathematical structure (categories, patterns, properties) - Uses structure to solve problems and answer quesitons - Checks solution (answer) for reasonableness - Reflects on the process while solving
Models and Explains Using Tools **SMP 3, SMP4, SMP5, SMP6**
- Models real world situations using graphs, drawings, symbols, numbers, diagrams - Uses math tools -Explains math thinking -Uses precision in language and labels