First Grade Mathematics

The purpose of this document is to clarify what students should know and be able to do in Quarter 1.

The Competencies listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.).

Teachers will report on the competencies using the Grading Progressions which are comprised of three proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Grading Progressions for each Competency are below the yearlong outline of the Competencies. The Grading Progressions define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on each individual competency looks like in a particular unit, please see the Public Overview document for the course.

Students who receive a mark of "Proficient" meet the grade level expectation for that Competency.

Competencies	Q 1	Q 2	Q 3	Q 4
C1 — Problem Solving The student analyzes word problems, utilizes a strategy, creates multiple representations, communicates mathematical thinking (oral and written), and determines an answer or solution.		X		X
C2 — Numeration The student understands how to represent and compare numbers within real-world context.	X	X	X	
C3 — Operations The student develops an understanding of addition and subtraction within real-world context in order to solve problems.		X		X
C4 — Geometry The student analyzes attributes of two-dimensional shapes and three-dimensional solids within real-world context to develop generalizations about their properties.		X	X	
C5 — Measurement The student selects and uses units to describe length and time within real-world context.				X
C6 — Data Analysis The student organizes data to make it useful for interpreting information and solving problems within real-world context.			X	X

Learning Progression for Competency 2: Numeration
The student understands how to represent and compare numbers within real-world context.

Coins - Numbers up to 99; Compose and Decompose – Numbers up to 99

Developing	Progressing	Proficient
Identify and name coins and represent their value with the cent symbol including • penny • nickel • dime • quarter Skip count by 2s, 5s, and 10s. Write numbers in standard form when given • word form • models Bundle objects such as craft sticks or linking cubes to count by 10s Represent numbers using objects and pictures Describe the value of each digit in a number	Determine the value of a collection of same coins by skip counting (use a cent symbol) • pennies – skip counting by 2s • nickels- skip counting by 5s • dimes- skip counting by 10s Compose numbers from place value models Decompose numbers using objects, pictures, and numbers Use place value strategies to determine a number that is 10 more and 10 less than a given number	Determine the value of a collection of coins including a group of different coins using a cent symbol Determine a collection of coins that would represent an equivalent value Decompose numbers in a variety of ways using objects. Decompose numbers in a variety of ways using pictures. Decompose numbers in a variety of ways using numbers. Represent numbers using expanded form. Explain the connection between expanded form, base ten representations, and place value