

**First Grade
Standards for Mathematical Practices**

Standards	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Operations and Algebraic Thinking										
Represent and solve problems										
<p>NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown 						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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<p>NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p>						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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Understand and apply the properties of operations.										
<p>NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.</p>						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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<p>NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.</p>						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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Add and subtract within 20.										
NC.1.OA.6 Add and subtract, within 20, using strategies such as: <ul style="list-style-type: none"> Counting on Making ten Decomposing a number leading to a ten 						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Analyze addition and subtraction equations within 20.										
NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Number and Operations in Base Ten										
Extend and recognize patterns in the counting sequence.										
NC.1.NBT.1 Count to 150, starting at any number less than 150.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand place value.										
<p>NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. 						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Use place value understanding and properties of operations.										
<p>NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p> <ul style="list-style-type: none"> • A two-digit number and a one-digit number • A two-digit number and a multiple of 10 						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:</p> <ul style="list-style-type: none"> • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction 						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Measurement and Data										
Measure lengths.										
<p>NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>NC.1.MD.2 Measure lengths with non-standard units.</p> <ul style="list-style-type: none"> • Express the length of an object as a whole number of non-standard length units. • Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps. 						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Build understanding of time and money.										
<p>NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Represent and interpret data.										
<p>NC.1.MD.4 Organize, represent, and interpret data with up to three categories.</p> <ul style="list-style-type: none"> • Ask and answer questions about the total number of data points. • Ask and answer questions about how many in each category. • Ask and answer questions about how many more or less are in one category than in another 						<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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Geometry										
Reason with shapes and their attributes.										
<p>NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:</p> <ul style="list-style-type: none"> • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and cylinders. 						<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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<p>NC.1.G.2 Create composite shapes by:</p> <ul style="list-style-type: none"> • Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. • Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape. 						<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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<p>NC.1.G.3 Partition circles and rectangles into two and four equal shares.</p> <ul style="list-style-type: none"> • Describe the shares as halves and fourths, as half of and fourth of. • Describe the whole as two of, or four of the 						<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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shares.
• Explain that decomposing into more equal shares creates smaller shares.

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