



Grade 1

Mathematical Practices

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Problem Solving Addition and Subtraction ILS10 1.OA.1 ILS10 1.OA.2	1.OA.1	Use a symbol for an unknown number in an addition or subtraction problem within twenty.	I	M		
	1.OA.2	Interpret situations to solve word problems with unknowns in all positions within twenty using addition and subtraction.		I	M	
	1.OA.3	Solve word problems using addition and subtraction within twenty.		I	M	
	1.OA.4	Determine appropriate representations for solving word problems involving different situations using addition and subtraction.		I		M
	1.OA.5	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to twenty.		I	M	
	1.OA.6	Add three whole numbers whose sums is less than or equal to twenty.		I	M	
Properties of Operations and the Relationship between Addition and Subtraction ILS10 1.OA.3 ILS10 1.OA.4	1.OA.7	Explain how properties of operation strategies work.	I			M
	1.OA.8	Apply strategies using properties of operations to solve addition and subtraction problems.	I		M	
	1.OA.9	Explain the relationship of addition and subtraction.		M		
	1.OA.10	Identify the unknown in a subtraction problem.		I	M	
Addition and Subtraction within Twenty ILS10 1.OA.5 ILS10 1.OA.6	1.OA.12	Count on and count back.	M			
	1.OA.13	Explain how counting on and counting back relate to addition and subtraction.	I	M		
	1.OA.14	Add fluently within ten.	I	M		
	1.OA.15	Subtract fluently within ten.		I	M	
	1.OA.16	Apply strategies to add and subtract within twenty.		I		M
Addition and Subtraction Equations ILS10 1.OA.7 ILS10 1.OA.8	1.OA.17	Explain the meaning of an equal sign (the quantity on each side of the equality symbol is the same).	I		M	
	1.OA.18	Compare the values on each side of an equal sign.	I		M	
	1.OA.19	Determine if the equation is true or false.			M	
	1.OA.20	Recognize part-part-whole relationships of three whole numbers.	I	M		
	1.OA.21	Determine the missing value in an addition or subtraction equation by using a variety of strategies.	I			M
Counting Sequence ILS10 1.NBT.1	1.NBT.1	Write numerals up to 120.	I	M		
	1.NBT.2	Represent numbers of objects up to 120 with a written numeral.		M		
	1.NBT.3	Count to 120 starting with zero.		M		
	1.NBT.4	Count to 120, starting at any number less than 120.		M		
	1.NBT.5	Read the numerals up to 120.		M		
Place Value ILS10 1.NBT.2 ILS10 1.NBT.3	1.NBT.6	Explain what each digit of a two-digit number represents.	I		M	
	1.NBT.7	Show and tell why a bundle of ten ones becomes a bundle of ten.	I	M		
	1.NBT.8	Represent number eleven to nineteen as composed of a ten and correct number of ones.	I	M		
	1.NBT.9	Represent the number, 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens with no ones left over.	I	M		

Note: Instructional Mastery indicates the quarter in which students are expected to have mastered the skill.

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Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Place Value Understanding and Properties of Operations to Add and Subtract <i>ILS10 1.NBT.4</i> <i>ILS10 1.NBT.5</i> <i>ILS10 1.NBT.6</i>	1.NBT.10	Identify the value of each digit represented in the two-digit number.	I		M	
	1.NBT.11	Explain what each symbol represents (>, <, and =).	I		M	
	1.NBT.12	Compare two-digit numbers based on meanings of the tens and ones digit.		I	M	
	1.NBT.13	Use >, <, and = symbols to record the results of comparisons.	I		M	
	1.NBT.14	Identify the value of each digit of a number within 100.	I		M	
	1.NBT.15	Decompose any number within 100 tens and ones.		I	M	
	1.NBT.16	Choose an appropriate strategy for solving an addition or subtraction problem within 100.		I		M
	1.NBT.17	Relate the chosen strategy to a written method (equation) and explain the reasoning used.		I		M
	1.NBT.18	Use composition and decomposition of tens when necessary to add and subtract within 100.		I		M
	1.NBT.19	Apply knowledge of place value to mentally add or subtract ten to/from a given two-digit number.		I	M	
	1.NBT.20	Explain how to mentally find ten more or ten less than the given two-digit number.		I	M	
	1.NBT.21	Subtract multiples of ten in the range of 10-90 from multiples of ten in the range of 10-90 (positive or zero differences)		I	M	
	1.NBT.22	Choose an appropriate strategy for solving subtraction problems with multiples of ten.		I		M
Measurement of Lengths <i>ILS10 1.MD.1</i> <i>ILS10 1.MD.2</i>	1.MD.1	Identify the measurement known as the length of an object.	M			
	1.MD.2	Directly compare the length of three objects.	M			
	1.MD.3	Order three objects by length.	M			
	1.MD.4	Compare the lengths of two objects indirectly by using a third object to compare them.			M	
	1.MD.5	Use the same size non-standard objects as iterated (repeating) units.			M	
	1.MD.6	Recognize that length can be measured with various units.			M	
	1.MD.7	Compare a smaller unit of measurement to a larger object.			M	
	1.MD.8	Determine the length of the measured object to be the number of small iterated (repeated) objects that equal it's length.			M	
	1.MD.9	Demonstrate the measurement of an object using non-standard units (e.g. paper clips) by laying the units of measurement end to end with no gaps or overlaps.			M	
Tell and Write Time <i>ILS10 1.MD.3</i>	1.MD.10	Recognize that analog and digital clocks are objects that measure time.			M	
	1.MD.11	Identify the hour hand and minute hand and distinguish between the two.				M
	1.MD.12	Determine where the minute hand must be when the time is to the hour (o'clock).				M
	1.MD.13	Determine where the minute hand must be with the time is to the half hour (thirty minutes).				M
1.MD.14	Tell and write the time to the hour and half hour correctly using analog and digital clocks (e.g. when it is 3:30, the hour hand is between the three and the four, and the minute hand is on the six).				M	
Represent and Interpret Data <i>ILS10 1.MD.4</i>	1.MD.15	Recognize different methods to organize data.	I		M	
	1.MD.16	Recognize different methods to represent data.	I		M	
	1.MD.17	Organize data with up to three categories.	I		M	
	1.MD.18	Represent data with up to three categories.	I		M	
	1.MD.19	Interpret data representation by asking and answering questions about the data.	I		M	
Shapes and their Attributes <i>ILS10 1.G.1</i> <i>ILS10 1.G.2</i> <i>ILS10 1.G.3</i>	1.G.1	Identify defining attributes of shapes (rectangle, square, circle, triangle).	M			
	1.G.2	Identify non-defining attributes of shapes.	M			
	1.G.3	Distinguish between (compare and contrast) defining and non-defining attributes of shapes.	M			
	1.G.4	Build shapes to show defining attributes.		M		
	1.G.5	Draw shapes to show defining attributes.		M		
	1.G.6	Demonstrate that shapes can be composed and decomposed to make new shapes.		M		
	1.G.7	Describe properties of original and composite shapes.		M		
	1.G.8	Determine how the original and created composite shapes are alike and different.		M		
	1.G.9	Use two-dimensional and three-dimensional shapes to create composite shapes.		M		
	1.G.10	Compose new shapes from a composite shape.		M		
	1.G.11	Identify when shapes are equal.				M

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	1.G.12	Identify two and four equal shapes.				M
	1.G.13	Describe equal shapes using vocabulary: halves, fourths and quarters, half of, fourth of, and quarter of.				M
	1.G.14	Describe the whole as two of two or four of four equal shapes.				M
	1.G.15	Justify why dividing (decomposing) a circle or a rectangle into more equal shares creates smaller pieces.				M

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