

## PRIORITY STANDARDS

# DIOCESE OF CLEVELAND

## First Grade Math Revised 2023

### OPERATIONS AND ALGEBRAIC THINKING

**1.OA.1** 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 with a symbol for the unknown number to represent the problem.

**1.OA.2** 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. Drawings need not show details, but should show the mathematics in the problem.

**1.OA.6** Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ; decomposing a number leading to a ten, 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  $6 + 6 + 1 = 12 + 1 = 13$ .

**1.OA.7** 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?  $6 = 6$ ;  $7 = 8 - 1$ ;  $5 + 2 = 2 + 5$ ;  $4 + 1 = 5 + 2$ .

### NUMBERS AND OPERATIONS IN BASE TEN

**1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten;” the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and 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).

**1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

**1.NBT.4** 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; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten.

SEE REVERSE

## PRIORITY STANDARDS

# DIOCESE OF CLEVELAND

## First Grade Science Revised 2023

### SUN, ENERGY, AND WEATHER

**1.ESS.1** The sun is the principal source of energy.

**1.ESS.2** Water on Earth is present in many forms.

### BASIC NEEDS OF LIVING THINGS

**1.LS.2** Living things survive only in environments that meet their needs.

### MOTION AND MATERIALS

**1.PS.1** Properties of objects and materials can change.

## First Grade Social Studies

### HISTORY

**Historical Thinking and Skills - 1.** Time can be divided into categories (e.g., months of the year, past, present and future).

### GEOGRAPHY

**Spatial Thinking - 4.** Maps can be used to locate and identify places.

**Places and Regions - 5.** Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).

### GOVERNMENT

**Civic Participation and Skills - 8.** Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

**Rules and Laws - 10.** Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

### ECONOMICS

**Scarcity - 11.** Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

# First Grade Math

## MEASUREMENT AND DATA

**1.MD.2** 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

**1.MD.3** Work with time and money.

- a.** Tell and write time in hours and half-hours using analog and digital clocks.
- b.** Identify pennies and dimes by name and value.

**1.MD.4** 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.

## GEOMETRY

**1.G.3** 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 in real-world contexts. Understand for these examples that decomposing into more equal shares creates smaller shares.