

Mathematics
Grade-Level Expectations: Grade 1

Number and Number Relations

1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)
2. Read and write numerals to 100 (N-1-E)
3. Write number words for 0 to 19 (N-1-E) (N-3-E)
4. Use ordinal numbers through 31st as they relate to the calendar (N-1-E)
5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)
6. Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E)
7. Identify quarters, half-dollars, and their values (N-1-E) (N-2-E) (M-1-E)
8. Find the value of a set of coins up to \$1.00, using one denomination of coin (N-2-E) (N-6-E) (M-1-E) (M-5-E)
9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)
10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (N-3-E) (A-1-E)
11. From a given number between 1 and 100, count forward and backward (N-3-E)
12. Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles ± 1 , then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E)
13. Recognize and apply addition and subtraction as inverse operations (N-4-E)
14. Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E)
15. Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)
16. Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)

Algebra

17. Use the equal sign (=) to express the relationship of equality (A-1-E)
18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)
19. Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)

Measurement

20. Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)
21. Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E)
22. Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)
23. Compare the measure of objects to benchmarks (e.g., the width of a child's thumb is about a centimeter, the weight of a loaf of bread is about a pound, and the mass of a textbook is about a kilogram) (M-2-E)
24. Measure capacity using cups (M-2-E) (M-3-E) (M-1-E)
25. Identify the thermometer as a tool for measuring temperature (M-2-E)

Geometry

26. Compare, contrast, name, and describe attributes (e.g., corner, side, straight, curved, number of sides) of shapes using concrete models [circle, rectangle (including square), rhombus, triangle] (G-1-E) (G-2-E) (G-4-E)
27. Connect the informal language used for 3-dimensional shapes to their proper mathematical name (e.g., a ball is a sphere, a box is a rectangular prism, a can is a cylinder) (G-2-E)

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28. Determine if a shape has a line of symmetry by folding (G-2-E)
29. Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)
30. Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (G-3-E) (G-2-E)
31. Draw line segments (G-5-E)

Data Analysis, Probability, and Discrete Math

32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)
33. Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (D-1-E)
34. Appropriately use basic probability vocabulary (e.g., *more likely to happen/less likely to happen, always/never, same as*) (D-5-E)

Patterns, Relations, and Functions

35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E)
36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)