First Grade Kansas College & Career Readiness Standards for MATH

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week)   BLUE=DAILY (3 or MORE X/Week)   ALL OTHERS=Dates Listed

Operations and Algebraic Thinking: Solving addition and subtraction problems																										
OA1	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 (by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).																									
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OA2	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 to represent the problem).																									
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Operations and Algebraic Thinking: Properties of Addition and Subtraction																										
OA3	Apply properties of operations as strategies to add and subtract. (ex: If 8+3=11 is known, then 3+8=11 is also known (Commutative property of addition). To add 2+6+4, the second two numbers can be added to make a ten, so 2+6+4=2+10=12 (Associative property of addition).																									
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OA4	Understand subtraction as an unknown-addend problem. (ex: subtract 10-8 by finding the number that makes 10 when added to 8).																									
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Operations and Algebraic Thinking: Addition and subtraction up to 20																										
OA5	Relate counting to addition and subtraction (by counting on 2 to add 2).																									
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OA6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (8+6=8+2+4=10+4); decomposing a number leading to a ten (13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (knowing that 8+4=12, one knows that 12-8=4); and creating equivalent but easier or known sums (adding 6+7 by creating the known equivalent 6+6+1=12+1=13).																									
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Operations and Algebraic Thinking: Addition and Subtraction Equations																										
OA7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (ex: which of the following equations are true and which are false? 6-6, 7=8-1, 5+2=2+5, 4+1=5+2).																									
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OA8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (ex: determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=?-3, 6+6=?)																									
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Number and Operations in Base Ten: Counting up to 120	
NBT1	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.
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Number and Operations in Base Ten: Place Value	
NBT2	Understand that the two digits of a two-digit number represent amounts of tens and ones.
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NBT2a	Understand 10 can be thought of as a bundle of ten ones - called a 'ten.'
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NBT2b	Understand the numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
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NBT2c	Understand 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).
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NBT3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
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Number and Operations in Base Ten: Using Place Value to Add and Subtract	
NBT4	Add within 100, including adding a two-digit number and 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; relate the strategy to a written method and explain the reasoning used. Understanding that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
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NBT5	Create a two-digit number, mentally find 10 more and 10 less than the number, without having to count; explain the reasoning used.
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NBT6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
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Measurement and Data: Measuring Lengths																							
MD1	Order three objects by length, compare the lengths of two objects indirectly by using a third object.																							
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MD2	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.)																							
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Measurement and Data: Time

MD3	Tell and write time in hours and half-hours using analog and digital clocks.																							
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Measurement and Data: Working with Data

MD4	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 catergory, and how many more or less are in one category than in another.																							
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Geometry: Reasoning with Shapes

G1	Distinguish between defining attributes (triangles that are closed and three-sided) versus non-defining attributes (color, orientation, overall size); build and draw shapes that possess defining attributes.																							
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G2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.																							
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G3	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. Understand for these examples that decomposing into more equal shares creates smaller shares.																							
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