Maryland Mathematics

Grade 1

Number and Operation Sense NOS

A EXTEND THE COUNT SEQUENCE. 1.NOS.A

1 Count forward and backward within 120. 1.NOS.A.1

a Count forward and backwards by ones starting with any number. 1.NOS.A.1.A

b Skip count forward and backwards by tens. 1.NOS.A.1.B

2 Read, write numerals, and represent a number of objects with a written numeral within 120. 1.NOS.A.2

B UNDERSTAND PLACE VALUE AND REPRESENTATIONS OF NUMBERS. 1.NOS.B

3 Extend understanding of 10 as a group, collection, or bundle of ten ones, called a "ten," to compose and decompose two-digit numbers. 1.NOS.B.3

a Compose and decompose two-digit numbers into tens and ones using objects or drawings, and equations (e.g., 10 + 4 = 14; 38 = 30 + 8). 1.NOS.B.3.A

b Describe a given number as the correct number of tens and ones (e.g., 14 is one ten and four ones; 38 is three tens and eight ones). 1.NOS.B.3.B

c Compose and decompose two-digit numbers in more than one way (e.g. 46 = 41 + 5 or 46 = 23 + 23). 1.NOS.B.3.C

4 Represent whole numbers as lengths from 0 on a number line (horizontal and vertical) with equally spaced points corresponding to whole numbers. 1.NOS.B.4

5 Compare two numbers within 100 by reasoning about values of tens and ones digits and the location of the numbers on a number line. Record the results of comparisons with the symbols , =, and . 1.NOS.B.5

6 Estimate the location of numbers on a number line by reasoning about their relationship to benchmark numbers (e.g. 10, 50, 100). 1.NOS.B.6

C UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION. 1.NOS.C

7 Apply the Commutative Property of Addition and Associative Property of Addition as a strategy to add. 1.NOS.C.7

8 Use the inverse relationship between addition and subtraction to subtract. 1.NOS.C.8

D ADD AND SUBTRACT WITHIN 20. 1.NOS.D

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9 Recall or quickly derive addition and subtraction facts within 20. 1.NOS.D.9

a Use the count on and count back strategies to add and subtract (e.g., 4 + 1, 7 – 2, etc.). 1.NOS.D.9.A

b Use the make ten strategy to add and subtract with combinations of 10 (e.g., 7 + 3, 6 + 4, 10 – 3, 10 – 6, etc.). 1.NOS.D.9.B

c Use the ten more and ten less strategies to add and subtract (including those with a difference of 10). 1.NOS.D.9.C

d Use the doubles to add and subtract (e.g., 6 + 6 = 12, 14 – 7 = 7, etc.) 1.NOS.D.9.D

E USE PLACE VALUE UNDERSTANDING AND PROPERTIES TO ADD AND SUBTRACT. 1.NOS.E

10 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. Understand that when adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose or decompose a ten. 1.NOS.E.10

a Use concrete models and drawings to add. 1.NOS.E.10.A

b Use counting strategies and strategies based on place value (e.g., partial sums, making tens, etc.) to add. 1.NOS.E.10.B

c Use properties of operations, and/or the inverse relationship between addition and subtraction to add. 1.NOS.E.10.C

d Represent and explain the calculation by connecting the strategy used to the meaning of addition. 1.NOS.E.10.D

11 Given a two-digit number, identify 10 more or 10 less than the given number, without having to count, and explain the reasoning used. 1.NOS.E.11

12 Subtract a multiple of 10 from another multiple of 10 within 90. 1.NOS.E.12

a Use concrete models or drawings to subtract. 1.NOS.E.12.A

b Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract. 1.NOS.E.12.B

c Represent and explain the calculation by connecting the strategy used to the meaning of subtraction. 1.NOS.E.12.C

13 Subtract a 1-digit number from a 2-digit number (without regrouping). 1.NOS.E.13

a Use concrete models or drawings to subtract. 1.NOS.E.13.A

b Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract. 1.NOS.E.13.B

c Represent and explain the calculation by connecting the strategy used to the meaning of subtraction. 1.NOS.E.13.C

F UNDERSTAND EQUAL PARTS OF A WHOLE. 1.NOS.F

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14 Partition circles and rectangles into equal shares (halves and fourths) recognizing that decomposing into more equal shares creates smaller shares. Determine how many equal shares are needed to make a whole (e.g., two halves). 1.NOS.F.14

Algebraic Thinking AT

A SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION. 1.AT.A

1 Understand the meaning of the equal sign. Determine if equations involving addition and subtraction (on one or both sides of the equal sign) are true or false. 1.AT.A.1

2 Add and subtract within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (result unknown, change unknown, start unknown) by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem. 1.AT.A.2

3 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., 1.AT.A.3

Geometric Reasoning and Measurement GR

A MEASURE LENGTHS INDIRECTLY AND BY ITERATIVE LENGTH UNITS. 1.GR.A

1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.GR.A.1

2 Use non-standard units (with no gaps or overlaps) to measure the length of an object to the nearest whole unit. 1.GR.A.2

B. REASON WITH SHAPES AND THEIR ATTRIBUTES. 1.GR.B

3 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). 1.GR.B.3

4 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. 1.GR.B.4

C WORK WITH TIME AND MONEY. 1.GR.C

5 Tell time in hours, half hours, and quarter hours using a digital clock or analog clock. Estimate time intervals (1 hour, 30 minutes, 15 minutes, 1 minute) for activities (e.g., sharpen pencil, soccer game, etc). 1.GR.C.5

6 Identify and know the value of coins (penny, nickel, dime, and quarter) and bills ($1, $5, $10, and $20). 1.GR.C.6

Reasoning with Data and Statistics DS

A REPRESENT AND INTERPRET DATA. 1.DS.A

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1 Ask and answer questions by collecting, organizing and summarizing data. 1.DS.A.1

- a Craft a question that can be answered by collecting categorical data. 1.DS.A.1.A
- b Collect and organize categorical data (into up to three categories) using surveys or observations. 1.DS.A.1.B
- c Represent data by creating tally charts and picture graphs. 1.DS.A.1.C
- d Summarize the data presented in tally charts using “most,” “least,” “greater than,” “less than,” and “equal to”. 1.DS.A.1.D