Ohio Mathematics

Grade 1

Adopted 2017

Standards for Mathematical Practice

1. **Make sense of problems and persevere in solving them.** MP.1
2. **Reason abstractly and quantitatively.** MP.2
3. **Construct viable arguments and critique the reasoning of others.** MP.3
4. **Model with mathematics.** MP.4
5. **Use appropriate tools strategically.** MP.5
6. **Attend to precision.** MP.6
7. **Look for and make use of structure.** MP.7
8. **Look for and express regularity in repeated reasoning.** MP.8

Operations and Algebraic Thinking

A. Represent and solve problems involving addition and subtraction. 1.OA.A

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.1
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.2

B. Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.B

3. Apply properties of operations as strategies to add and subtract. 1.OA.3
4. Understand subtraction as an unknown-addend problem. 1.OA.4

C. Add and subtract within 20. 1.OA.C

5. Relate counting to addition and subtraction, e.g., by counting on 2 to add 2. 1.OA.5

Skip to main content

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.6

D. Work with addition and subtraction equations. 1.OA.D

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.7
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. 1.OA.8

Number and Operations in Base Ten

A. Extend the counting sequence. 1.NBT.A

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.1

B. Understand place value. 1.NBT.B

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.2
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.3

C. Use place value understanding and properties of operations to add and subtract. 1.NBT.C

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. 1.NBT.4
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.5
6. 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. 1.NBT.6

Skip to main content

Measurement and Data

A. Measure lengths indirectly and by iterating length units. 1.MD.A

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.1
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.2

B. Work with time and money. 1.MD.B

3. Work with time and money. 1.MD.3
   a. Tell and write time in hours and half-hours using analog and digital clocks. 1.MD.3.A
   b. Identify pennies and dimes by name and value. 1.MD.3.B

C. Represent and interpret data. 1.MD.C

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. 1.MD.4

Geometry

A. Reason with shapes and their attributes. 1.G.A

1. Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess defining attributes. 1.G.1
2. 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. Students do not need to learn formal names such as "right rectangular prism." 1.G.2
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. 1.G.3