Jackson County Core Curriculum Collaborative (JC4)	
1st Grade Math	
Standard	**Learning Targets in Student Friendly Language**
1.OA.1	I can solve addition and subtraction word problems up to 20 using a variety of strategies.
	I can model addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions.
	I can use objects, drawings and equations with a symbol for the unknown to solve addition and subtraction word problems within 20.
	I can solve word problems with unknowns in all positions within 20 using addition and subtraction.
1.OA.2	I can solve addition word problems (using 3 whole numbers, whose sum is less than or equal to 20) using a variety of strategies.
	I can add three whole numbers whose sum is less than or equal to 20.
	I can model addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions.
	I can use objects, drawings and equations with a symbol for the unknown to solve addition problems with three addends whose sum is within 20.
1.OA.3	I can add and subtract using strategies called “properties of operations”.
	I can show that adding zero to any number does not change the number.
	I can show that changing the order of the addends does not change the sum.
	I can use the properties of operations to add and subtract.
1.OA.4	I can explain how addition and subtraction are related.
	I can explain how a subtraction sentence can be rewritten as an addition sentence.
	I can rewrite a subtraction sentence as an addition sentence with a missing addend.
1.OA.5	I can make connections between counting and addition and subtraction.
	I can add by counting all or by counting on.
	I can subtract by counting back or counting up from.
1.OA.6	I can add and subtract with fluency within 10.
	I can add and subtract within 10 with ease.
1.OA.6	I can use different strategies to add and subtract numbers.
	I can add and subtract within 20 by counting on, counting back, or making a 10.
	I can add and subtract within 20 by using the relationship between addition and subtraction.
	I can use doubles and near doubles to add and subtract within 20.
1.0A.7	I can explain the meaning of the equal sign.
	I can explain that the equal sign means "same as".
1.0A.7	I can tell whether equations (where we add and subtract) are true or false.
	I can compare the value on both sides of the equal sign and determine if the equation is true or false.
1.OA.8	I can find the missing number in an addition or subtraction equation.
	I can recognize part-part-whole relationships of three numbers.
	I can determine the unknown value in an addition or subtraction equation when two out of three numbers are given.
1.NBT.1	I can count to 120 from any number less than 120.
	I can count to 120.
	I can count to 120 starting from any given number.
1.NBT.1	I can read and write any number up to 120.
	I can read any number up to 120.

	I can write any number up to 120.
1.NBT.1	I can write the number that matches with a group of objects up to 120.
	I can write a numeral to represent a number of objects in a set up to 120.
1.NBT.2	I can explain what each digit in a two-digit number represents.
	I can explain the place value of each digit of a two-digit number.
1.NBT.2.a	I can identify a bundle of 10 ones as a "ten".
1.NBT.2.b	I can represent numbers 11 to 19 as being composed of a ten and the correct number of ones.
1.NBT.2.c	I can represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens.
1.NBT.3	I can use >, = and < to compare two-digit numbers.
	I can explain what each symbol means (>, <, =).
	I can compare two 2 digit numbers based on meanings of the tens and ones digits.
	I can use >, <, = symbols to record the results when I compare two 2 digit numbers.
1.NBT.4	I can develop a variety of strategies for adding numbers and explain my thinking.
	I can show that in adding 2 digit numbers, you add ones to ones and tens to tens.
	I can recognize when to regroup to compose (make) a ten.
	I can add a 2 digit number and a 1 digit number within 100.
	I can add a 2 digit number and 1 digit number with regrouping within 100.
	I can add a 2 digit number and a multiple of 10 within 100.
	I can write and explain the steps I followed as I used concrete models or drawings to show how I added.
1.NBT.5	I can explain how to find 10 more or 10 less than a number using mental math.
	I can mentally add 10 to a given 2 digit number.
	I can mentally subtract 10 from a given 2 digit number.
	I can explain why the tens digit increases or decreases when a 10 is added or subtracted.
1.NBT.6	I can use a variety of strategies to subtract multiples of 10 (in the range 10-90) and explain my thinking.
	I can subtract a multiple of 10 from a multiple of 10.
	I can explain my strategy for subtracting a multiple of 10 from a multiple of 10.
1.MD.1	I can compare the length of two objects using a third object.
	I can recognize when an object is longer or shorter than another object.
	I can put 3 objects in order by length.
	I can compare the lengths of two objects by using a third object to compare them.
1.MD.2	I can measure objects using non-standard units.
	I can measure length using a variety of non-standard units without having gaps or overlaps.
	I can explain how to use a shorter object to measure the length of a longer object and explain why it is important to avoid gaps and overlaps.
	I can express the length of the measured object as a whole number.
1.MD.3	I can tell the time using different clocks (analog & digital; to the half-hour).
	I can identify a digital and an analog clock.
	I can identify the hours and minutes on a digital and analog clock.
	I can tell how many minutes are in an hour and a half hour.
	I can look at an analog clock on the hour or half hour and write the digital clock representation of time.
	I can look at a digital clock on the hour or half hour and write the analog clock representation of time.

1.MD.4	I can organize data.
	I can organize data with up to three categories.
	I can represent data with up to 3 categories (e.g. tally chart, bar graph, pictograph, etc.).
1.MD.4	I can compare data from different categories or groups.
	I can answer questions about the total number of data points and how many data points are in each category.
	I can determine when a category has more or less than another category.
1.MD.4	I can explain what my data represents.
	I can interpret data representation by asking and answering questions about the data.
1.G.1	I can describe the traits that define shapes.
	I can identify defining attributes for a shape.
	I can identify non-defining attributes for a shape.
	I can construct and draw a shape when given defining attributes.
1.G.2	I can combine two- or three-dimensional shapes to create a new shape.
	I can identify two-dimensional and three-dimensional shapes.
	I can create new shapes using two-dimensional and/or three-dimensional shapes.
1.G.3	I can divide shapes into equal parts and use halves, fourths and quarters to describe them.
	I can partition (divide) a circle and a rectangle into two and four equal parts.
	I can describe the equal parts of a circle and rectangle with words (halves, fourths, and quarters).
1.G.3	I can explain the relationship between halves, fourths and quarters and a whole.
	I can describe the whole by the number of equal parts.
	I can explain that the more equal parts a given shape has, the smaller the parts.
Key:	
Yellow Highlight = Critical Area	
Blue Font Color = Long Term Learning Goal	
Black Font Color = Short Term (possibly daily) learning target WITHOUT condition and criteria.	