Math Priority Standards – Grade 1

Below is a table of the priority standards.

Priority Standards	Description
1.OA.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 situation equations and/or solution equations with a symbol for the unknown number to represent the problem.) – *KSDE Flipbooks**
1.OA.3	Apply (not necessary to name) properties of operations as strategies to add and subtract. Examples: 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.) To add 0 to any number, the answer is that number 7+0=7 (Additive identity property of 0). Students need not use formal terms for these properties. – *KSDE Flipbooks**
1.OA.6	Add and subtract within 20, demonstrating fluency (efficiently, accurately, and flexibly) for addition and subtraction within 10. Use mental strategies such as 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). – *KSDE Flipbooks**
1.OA.7	Understand the meaning of the equal sign (the value is the same on both sides of the equal sign), and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6=6; 7=8-1; 5+2=2+5; 4+1=3+2; 7-1=4; 5+4=7-2. – *KSDE Flipbooks**
1.MD.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. – *KSDE Flipbooks**
1.MD.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. – *KSDE Flipbooks**

Priority Standards	Description
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: – *KSDE Flipbooks** • 1.NBT.2a. 10 can be thought of as a grouping of ten ones—called a "ten." • 1.NBT.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • 1.NBT.2c. 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.2d. Show flexibility in composing and decomposing tens and ones (e.g. 20 can be composed from 2 tens or 1 ten and 10 ones, or 20 ones.)
1.NBT.4	Add within 100 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 including: – *KSDE Flipbooks** • 1.NBT.4a. Adding a two-digit number and a one-digit number • 1.NBT.4b. Adding a two-digit number and a multiple of 10 • 1.NBT.4c. Understanding that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.G.1	Distinguish between defining attributes (e.g. triangles are closed and threesided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes that possess defining attributes. – *KSDE Flipbooks**
1.G.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. Note: fraction notation (1/2,1/4) is not expected at this grade level. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. – *KSDE Flipbooks**