DUSD Essential Standards for Math: First Grade

Arizona First Grade Math Standards

***Fluency Standard**

Operations and Algebraic Thinking	**1.OA.A.1**	Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). *See Table 1.*
	1.OA.B.3	Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract within 20. (Students need not use formal terms for these properties.)
	1.OA.B.4	Understand subtraction as an unknown-addend problem within 20 (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8).
	1.OA.C.6*	Fluently add and subtract within 10.
	1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).
	1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + o = 11, 5 = o - 3, 6 + 6 = o).
Numbers and Operations in Base Ten	**1.NBT.B.2**	Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases: a. 10 can be thought of as a group of ten ones — called a "ten". b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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.C.4	Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and

		subtraction. Relate the strategy to a written form. *See Table 1.*
Measurement and Data Geometry	**1.MD.A.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.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.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares.