GIRESD Grade 1 Non-Negotiable Mathematics Standards

Do not include red portion of the standard. (Strikethrough)
Add language in blue
Green - Undecided

1.OA.3	Apply properties of operations as strategies to add and subtract.2 Examples: If 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.) (Property names do not need to be used with students.)
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6	Add and subtract within 20, demonstrating fluency (accurately, efficiently, and flexibly) for addition and subtraction within 10. Use 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).
1.NBT.1	Count to 120, starting at any number less than ~~120~~ 100. In this range, read and write numerals and represent a number of objects with a written numeral.

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:
	    a. 10 can be thought of as a bundle 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.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.4	Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-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; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.MD.8	Identify pennies, nickels, dimes and quarters. Count to $1.00 by 1's using pennies, by 5's using nickels, by 10's using dimes and by 25's using quarters. Note: Pennies, dimes and dollar bills should be used during place value work. *(Teacher created standard - not found in Michigan Content Standards)*