



# EAST POINTE COMMUNITY SCHOOLS

## First Grade Math Power Standards

**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 equations with a symbol for the unknown number to represent the problem.

**1.OA.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 unknown number to represent the problem.

**1.NBT.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.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; relate the strategy to written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds ten and tens, ones and ones; and sometimes it is necessary to compose a ten.



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**1.OA.6** Add and subtract within 20 demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., adding 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  $6+6=12$  and  $12+1=13$ ).

**1.MD.2** Express the length 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 length units with no gaps or overlaps.*

**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.

**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.



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**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*. Describe the whole as of, or two of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**1.G.2** Compose two-dimensional shapes or three-dimensional shapes to create new shapes from the composite shapes.

**1.OA.7** Understand the meaning of 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?  $6=6$ ,  $7=8-1$ ,  $5+2=2+5$ ,  $4+1=5+2$ .

**1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special cases:

- a. 10 can be thought of as a bundle of tens 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).