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## OPERATIONS AND ALGEBRAIC THINKING

### REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION

**1.OA.A.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 drawings and equations with a symbol for the unknown number to represent the problem.

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## WORK WITH ADDITION AND SUBTRACTION EQUATIONS

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

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**1.OA.D.8** - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. E.g., determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$

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## NUMBER AND OPERATIONS IN BASE TEN

### EXTEND THE COUNTING SEQUENCE

**1.NBT.A.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.

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### UNDERSTAND PLACE VALUE

**1.NBT.B.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).

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**1.NBT.C.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 a 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.NBT.C.5** - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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**1.NBT.C.6** - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10 - 90 (positive or zero differences), using concrete models or drawing 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.

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## MEASUREMENT AND DATA

### MEASURE LENGTHS INDIRECTLY AND BY ITERATING LENGTH UNITS

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SCOOP AND ORDER .....	356

**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 numbers of same-size length units that spans it with no gaps or overlaps. Limit to contexts where the object is being measured is spanned by a whole number of length units with no gaps or overlaps.

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## REPRESENT AND INTERPRET DATA

**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 another.

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## GEOMETRY

### REASON WITH SHAPES AND THEIR ATTRIBUTES

**1.G.A.1** - Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

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**1.G.A.2** - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape.

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