Green Township School District
Grade 1 Marking Period Mathematics Benchmarks

Report Card Indicators			
	MP #1	**MP #2**	**MP #3**
Domain: Operations & Algebraic Thinking			
A. Represent and solve problems involving addition and subtraction.			
Standard: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 objects, drawings, and equations with a symbol for the unknown number to represent the problem*.			
Addition	Use addition within 10 to solve word problems e.g. by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (M1 L13,32; M2 L11)	Use addition within 20 to solve problems, including word problems involving situations of adding to,and putting together with unknowns in all positions. (M4 L22)	Fluently use addition in word problems within 20. (End of Course)
			Solve comparison word problems. (M6 L2, L26)
Subtraction	Use subtraction within 10 to solve word problems, e.g. by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (M1 L29,32; M2 L21)	Use subtraction within 20 to solve problems, including word problems involving situations of taking from and taking apart with unknowns in all positions.(M4 L22)	Fluently use subtraction in word problems within 20. (End of Course)
Standard:1.OA.A.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 the unknown number to represent the problem*			
Addition	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 10. (M1 L16; M2 L11)	Solve addition word problems with three whole numbers with sums less than or equal to 20 by using objects and drawings. (M4 L22)	Demonstrates ability to use equations with a symbol, objects, and drawings word problems that call for addition of 3 whole numbers. (End of Course)
B. Understand and apply properties of operations and the relationship between addition and subtraction.			

Standard:1.OA.B.3. Apply properties of operations as strategies to add and subtract. *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.)*			
Addition	Apply properties of operations (commutative property) as strategies to add within 10. (M1 L20; M2 L6)	Apply properties of operations as strategies to add within 20. (M4 L12)	
Subtraction	Apply properties of operations as strategies to subtract within 10. (M1 L20; M2 L6)	Apply properties of operations as strategies to subtract within 20.(M4 L12)	
Standard:1.OA.B.4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 - 8 by finding the number that makes 10 when added to 8*			
	Solve subtraction problems, within 10, by representing subtraction as an unknown addend problem with objects as the parts. (M1 L32; M2 L21)	Solve subtraction problems by representing subtraction as an unknown addend problem and finding the unknown addend. (M4 L22)	Solve subtraction problems, within 10, by representing subtraction as an unknown addend problem and finding the unknown addend. Write the related subtraction and addition problems.
C. Add and subtract within 20.			
Standard:1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).			
Addition	Relate counting on to addition. (M1 L16).		
Subtraction	Relate counting on to subtraction. (M1 L27)		
Standard:1.OA.C.6. Add and subtract within 20, demonstrating fluency 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).			
Add within 20, demonstrating fluency for addition and subtraction within 10.	Add within 10, using the following strategies: counting on; making ten: decomposing numbers (such as with number bonds) (M1 L24; M2 L10)	Add within 20, using the following strategies: composing numbers; decomposing numbers (such as with number bonds); relationship between addition and subtraction, and creating equivalent but easier or known sums. (M4 L29)	Add within 20, demonstrating fluency for addition and subtraction within 10. (End of Course)

Subtract within 20, demonstrating fluency for addition and subtraction within 10.	Subtract within 10, using the following strategies: counting on; making ten: decomposing numbers (such as with number bonds) (M1 L39; M2 L21)	Subtract within 20, using the following strategies: composing numbers; decomposing numbers (such as with number bonds); relationship between addition and subtraction. (M4 L29)	Subtract within 20, demonstrating fluency for addition and subtraction within 10. (End of Course)
D. Work with addition and subtraction equations.			
Standard: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.			
	Understand the meaning of the equal sign. (M2 L25)		
Addition	Determine if addition equations are true or false. (M2 L25)	Determine if addition equations, within 20, are true or false when one or both side of the equation is an expression.	
Subtraction	Determine if subtraction equations are true or false. (M2 L25)	Determine if subtraction equations, within 20, are true or false when one or both side of the equation is an expression.	
Standard:1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □			
Addition	Solve addition equations by finding the missing whole number in the unknown position (including sums and addends). (2+3=__, 5+__=7, __+5=7) (M1 L16)		Reinforce
Subtraction	Solve subtraction equations by finding the missing whole number in the unknown position (including differences, minuends, or subtrahends). (7-5=__, 5-__=2, __-5=2) (M2 L24)		Reinforce

Domain: Number & Operations in Base Ten			
A. Extend the counting sequence.			
Standard: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.			
Counting, reading and writing numerals.		Count to 40 orally (beginning at any number), read numerals up to 40 and write numerals up to 40 to represent the number of objects. (M4 L6)	Count to 120 orally (beginning at any number). (M6 L9)
		Read numerals up to 40. (M4 L6)	Read numerals up to 120. (M6 L9)
		Represent up to 40 objects with a written numeral. (M4 L6)	Represent up to 120 objects with a written numeral. (M6 L9)
B. Understand place value.			
Standard: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).			
	2a. Understand that the two digits of a two-digit number represent amounts of tens and ones. (M2 L27)		2a. Understand that the two digits of a two-digit number represent amounts of tens and ones. (M6 L9)
2b. Understand the following as special cases:			
2b-1 10 can be thought of as a bundle of ones - called a “ten”.	Understand that one 10 can be thought of as a bundle of ones called a “ten”. (M2 L26)		Understand that one 10 can be thought of as a bundle of ones called a “ten”. (M6 L9)
2b-2 The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (M2 L27)	Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (M4 L6)	
2b-3 The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two,..., nine tens (and 0 ones)		2b-3 The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two,..., nine tens (and 0 ones) (M4 L6, 29)	2b-3 The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two,..., nine tens (and 0 ones) (M6 L9)

Standard:1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.			
Use the meaning of tens and ones digits to record comparisons of 2 two-digit numbers using >, =, and < symbols.		Use the meaning of tens and ones digits to compare 2 two-digit numbers using >, =, and < symbols. (M4 L10)	Use the meaning of tens and ones digits to compare 2 two-digit numbers using >, =, and < symbols. (M6 L9)
C. Use place value understanding and properties of operations to add and subtract.			
Standard: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 (e.g., base ten blocks) 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.			
Addition & Subtraction of Tens by place value and properties.		Add (without regrouping) a 2-digit and a 1-digit number using concrete models and drawings with a place value strategy such as a number bond or place value chart. *(Sums within 40).* (M4 L29)	Add (without regrouping) a 2-digit and a 1-digit number using concrete models and drawings with a place value strategy such as a number bond or place value chart. *(Sums within 100)* (M6 L19)
		Explain or show how the model relates to the strategy used. (M4 L29)	Explain or show how the model relates to the strategy. (M6 L19)
		Add (without regrouping) a 2-digit number and a multiple of 10, using concrete models and drawings with a place value strategy such as a number bond or place value chart. *(Sums within 40).* (M4 L29)	Add (without regrouping) a 2-digit number and a multiple of 10, using concrete models and drawings with a place value strategy such as a number bond or place value chart. *(Sums within 100).* (M6 L19)
		Explain or show how the model relates to the strategy. (M4 L29)	Explain or show how the model relates to the strategy. (M6 L19)
Standard: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.			
		Given a two-digit number, find 10 more than the number without having to count. (M4 L6)	Given a two-digit number, find 10 more than the number without having to count. (M6 L9)
		Explain how to find 10 more than the number without having to count. *(Use strategies such as explaining how many tens and ones are in the number.)* (M4 L6)	Explain how to find 10 more than the number without having to count. *(Use strategies such as explaining how many tens and ones are in the number.)* (M6 L9)

		Given a two-digit number, find 10 less than the number without having to count. (M4 L6)	Given a two-digit number, find 10 less than the number without having to count. (M6 L9)
		Explain, given a two-digit number, how to find 10 less than the number without having to count. *(Use strategies such as explaining how many tens and ones are in the number.)* (M4 L6)	Explain, given a two-digit number, how to find 10 less than the number without having to count. *(Use strategies such as explaining how many tens and ones are in the number.)* (M6 L9)
Standard: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 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.			
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.			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. (M6 L17)
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using drawings.			Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using drawings.(M6 L17)
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using strategies based on place value.			Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using strategies based on place value.(M6 L17)
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using strategies based on properties of operations.			Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using strategies based on properties of operations.(M6 L17)
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using strategies based on the relationship between addition and subtraction.			Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using strategies based on the relationship between addition and subtraction.(M6 L17)
Relate the strategy to a written			Relate the strategy to a written

method.			method.(M6 L17)
Explain the reasoning used.			Explain the reasoning used.(M6 L17)
Domain: Measurement & Data			
Standard 1.MD. A. Measure lengths indirectly and by iterating length units.			
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.		1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (M3 L3)	
2a. 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. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)		2a. 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. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.) (M3 L9)	
2b. Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.		2b. Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (M3 L9)	
Standard:1.MD.B. Tell and write time.			
3a1. Tell time in hours using analog clocks.			3a1. Tell time in hours using analog clocks. (M5 L13)
3a2. Tell time in hours using digital clocks.			3a2. Tell time in hours using digital clocks.(M5 L13)
3a3. Tell time in half-hours using analog and digital clocks.			3a3. Tell time in half-hours using analog and digital clocks. (M5 L13)
3a4. Tell time in half-hours using digital clocks.			3a4. Tell time in half-hours using digital clocks. (M5 L13)
3b. Write time in hours using analog l clocks.			3b. Write time in hours using analog l clocks. (M5 L13)

3b. Write time in hours using digital clocks.			3b. Write time in hours using digital clocks. (M5 L13)
3b. Write time in half-hours using analog clocks.			3b. Write time in half-hours using analog clocks. (M5 L13)
3b. Write time in half-hours using digital clocks.			3b. Write time in half-hours using digital clocks. (M5 L13)
Standard:1.MD.C. **Represent and interpret data.**			
4a-1. Organize & represent data with up to three categories.		4a-1. Organize & represent data with up to three categories.(M3 L13)	
4a-2. interpret data with up to three categories.		4a-2. interpret data with up to three categories.(M3 L13)	
4b-1. Ask and answer questions about the total number of data points: how many in each category.		4b-1. Ask and answer questions about the total number of data points: how many in each category.(M3 L13)	
4b-2. Ask and answer questions about the total number of data points: how many more or less are in one category than in another.		4b-2. Ask and answer questions about the total number of data points: how many more or less are in one category than in another.(M3 L13)	
Domain: Geometry			
Standard:1.G.A. Reason with shapes and their attributes.			
1a. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).			1a. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). (M5 L2-3)
1b. Build shapes to possess defining attributes.			1b. Build shapes to possess defining attributes. (M5 L6)
1c. Draw shapes to possess defining attributes.			1c. Draw shapes to possess defining attributes. (M5 L6)
2a-1. Compose two-dimensional shapes • rectangles			2a-1. Compose two-dimensional shapes • rectangles

• squares • trapezoids • triangles • half-circles • quarter-circles to create a composite shape.			• squares • trapezoids • triangles • half-circles • quarter-circles to create a composite shape. (M5 L6)
2a-2. Compose three-dimensional shapes • cubes • right rectangular prisms • right circular cones • right circular cylinders to create a composite shape.*(Note: Students do not need to learn formal names such as "right rectangular prism.")*			2a-2. Compose three-dimensional shapes • cubes • right rectangular prisms • right circular cones • right circular cylinders to create a composite shape.*(Note: Students do not need to learn formal names such as "right rectangular prism.")* (M5 L6)
2a-3. Compose new shapes from the composite shape.*(Note: Students do not need to learn formal names such as "right rectangular prism.")*			2a-3. Compose new shapes from the composite shape.*(Note: Students do not need to learn formal names such as "right rectangular prism.")* (M5 L6)
3a-1. Partition circles and rectangles into two and four equal shares.			3a-1. Partition circles and rectangles into two and four equal shares. (M5 L9)
3a-2 Describe the shares using the words *halves, fourths, and quarters*, and use the phrases *half of, fourth of, and quarter of.*			3a-2 Describe the shares using the words *halves, fourths, and quarters*, and use the phrases *half of, fourth of, and quarter of.* (M5 L9)
3b-1 Describe the whole as *two of, or four of* the shares.			3b-1 Describe the whole as *two of, or four of* the shares. (M5 L9)
3c-1 Understand for these examples that decomposing into more equal shares creates smaller shares.			3c-1 Understand for these examples that decomposing into more equal shares creates smaller shares. (M5 L9)