

# First Grade Common Core Standards Performance Chart

## Mathematics FOURTH NINE WEEKS

Students will be able to:	To receive a grade of 2, the student...	To receive a grade of 3, the student...
	with direct instruction, consistently demonstrates basic/proficient performance of standards/classroom expectations. Completes tasks with little teacher assistance, such as: directions, hints, and reminders. <b>When you think of the student's academic performance:</b> proficient, independently works, adequately demonstrates, usually, consistent	exceeds standards/classroom expectations and is able to independently apply skills. Completes task without teacher assistance. <b>When you think of the student's academic performance:</b> exceeds, thorough, independently applies, advanced, consistently above

STANDARDS FOR MATHEMATICAL PRACTICE		
Perseveres in solving and modeling word problems using various strategies/tools	Solves problems using mathematical thinking AND discusses/explains how they solved the problems. Looks for different strategies (concrete objects, number sentences, self-discovered strategies) to solve problems. Represents problem situations in MULTIPLE WAYS including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Uses different representations and explain the connections. Uses available tools when solving mathematical problems. Decides when certain tools might be helpful.	
Communicates and constructs mathematical arguments with precisions	Uses clear and precise language in their discussion with others and when they explain their own reasoning. Constructs arguments using concrete referents, such as objects, pictures, drawings, and actions. Practices mathematical communication skills as they participate in mathematical discussions. ("How did you get that?" "Explain your thinking." "Why is that true?") Explains their own thinking and listens to other's explanations.	
Uses repeated reasoning, trends, and/or patterns to make mathematical connections	Discerns a pattern or structure. (For instance, commutative property of addition, making a ten, jumping number line). Notices repetitive actions in counting, computation, etc. when given multiple opportunities with mathematics.	

**NUMBER AND OPERATIONS IN BASE TEN (NBT)**

**CONTENT STANDARD: MCC1.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.

Counts, writes, and represents numbers to 120	Counts to 120 by 1s beginning with any number from 0 to 119.	Counts to 121 (or greater) by 1s beginning from any number from 0 to 120 (or greater).
	Writes numbers less than 120 using numerals.	Writes numbers from 120 to 200 (or greater) using numerals.
	Locates selected numbers 0 to 120 on a number line with little to no teacher assistance.	Locates selected numbers 121 or greater on a number line <b>WITH NO ASSISTANCE.</b>
	Counts to 120 by 1s. Writes numbers less than 120 using numerals. Represents numbers less than 120 using manipulatives and pictures. Represents numbers less than 120 as tens and ones using numerals, manipulatives, and pictures.	Counts to 150+ by 1s. Writes numbers from 0 to 200 (or greater) using numerals. Represents numbers from 0 to 200 (or greater) using using manipulatives and pictures. Represents numbers from 0 to 200 (or greater) as hundreds, tens and ones using numerals, manipulatives, and pictures.
	Identifies numbers from 0 to 120 as being more, less, or the same using pictures or manipulatives.	Identifies numbers from 0 to 200 (or greater) as being more, less, or the same using numbers.
	Identifies numbers that are one more, one less, ten more, and ten less from any number between 0 and 120 with a hundreds chart.	Identifies numbers that are one more, one less, ten more, and ten less from any number between 0 and 200 <b>WITHOUT</b> a hundreds chart.
	Counts and writes to 120 by 2s, 5s, and 10s.	Counts and writes to 200 (or greater) by 2s, 5s, and 10s.
	Discovers and identifies patterns between numbers <b>WITH A 99 CHART</b>	Discovers and identifies patterns between numbers <b>WITHOUT A 99 CHART</b>

**MCC1.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).

Understands that the two-digits of a two-digit number represent amounts of tens and ones	Identifies two-digit numbers as consisting ones; tens; and tens and ones. Consistently models and records numbers up to 99 with	Identifies two- and three-digit numbers as consisting ones; tens; and tens and ones. Consistently models and records numbers up to 99
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	numbers, drawings, and manipulatives.	with numbers, drawings, and manipulatives.
	Represents numbers less than 100 as tens and ones using manipulatives and pictures.	Represents numbers from 0 to 200 as hundreds, tens, and ones using manipulatives and pictures.
<b>MCC1.NBT.4</b> 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 tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		
Adds within 100, using concrete models or drawings and a variety of strategies	Adds and subtracts numbers within 100 (two-digit number and one-digit number or two-digit number with a multiple of ten) WITH manipulatives, drawings, strategies utilizing place value knowledge and addition and subtraction relationships. Strategies should be developed into a written model and reasoning should be explained.	Adds and subtracts numbers within 100 (two-digit number and one-digit number or two-digit number with a multiple of ten, AND 2 two-digit numbers) abstractly. Strategies should be developed into a written model and reasoning should be explained.
<b>MCC1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		
Mentally finds 10 more and 10 less than any given two-digit number without counting	MENTALLY identifies and explains ten more and ten less of a selected two-digit number up to 100. Reasoning should be explained.	MENTALLY identifies and explains ten more and ten less of a selected two-digit number up to 200. Reasoning should be explained.
<b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>		
<b>CONTENT STANDARD: MCC.1.OA.1</b>		
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.		
Uses addition and subtraction within 20 to solve word problems	Identifies and correctly adds or subtracts to find the solution to multiple word problems within 20. Uses multiple strategies (using the following strategies: add to, take from, put together, take apart and compare) to find the missing addend or minuend in multiple word problems within 20.	Identifies and correctly adds or subtracts to find the solution to multiple word problems within 100. Uses multiple strategies (using the following strategies: add to, take from, put together, take apart and compare) to find the missing addend or minuend in multiple word problems within 100.

**MCC1.OA.3 Apply properties of operations as strategies to add and subtract.5**

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.)

Uses various strategies to add and subtract	Discovers and applies the commutative and associative properties as strategies for solving addition problems within 20.	Discovers and applies the commutative and associative properties as strategies for solving addition problems within 100.
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**MCC1.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.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); 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  $6 + 6 + 1 = 12 + 1 = 13$ ).**

Adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10	Solves addition and subtraction problems within 10 with fluency Fluency means: <ul style="list-style-type: none"> <li>• accuracy (correct answer)</li> <li>• efficiency (within 4–5 seconds)</li> <li>• flexibility (using strategies such as making 5 or making 10)</li> </ul>	Solves addition and subtraction problems within 20 with fluency Fluency means: <ul style="list-style-type: none"> <li>• accuracy (correct answer)</li> <li>• efficiency (within 4–5 seconds)</li> <li>• flexibility (using strategies such as making 5 or making 10)</li> </ul>
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**GEOMETRY (G)**

**CONTENT STANDARD: MCC1.G.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.

Constructs two- and three-dimensional shapes and creates new shapes from the constructed shape	Uses a variety of manipulatives and real-world objects (such as paper shapes, geoboards, pattern blocks, color tiles, triangles cut from squares, tangrams, blocks, canned food, and gift boxes) to build larger two- and three-dimensional shapes.	
	Builds two-dimensional or three-dimensional shape from other shapes (Students do not need to use the formal names such as —right rectangular prism.).	
	Uses shapes to build two- and three-dimensional shapes found in their environment (such as cereal boxes, food cans, pyramids, sheets of paper, globes, plates, etc.).	
	Identifies and names two- and three-dimensional shapes in and outside of the classroom.	

**CONTENT STANDARD: MCC1.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 two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Divides circles and rectangles into two and four equal shares	Divides (partitions) regions into equal shares using a context such as cookies, pies, pizza, blocks of wood, brownies, construction paper, etc. Uses the words, halves, fourths, and quarters, and the phrases half of, fourth of, and quarter of. Understands that a whole is composed of two halves, or four fourths or four quarters.	Divides (partitions) regions into equal shares using a context such as cookies, pies, pizza, blocks of wood, brownies, construction paper, etc. Uses the words to describe more complex fractions (thirds, fifths, sixths, etc.) Understands the whole and that a whole is composed of two halves, or four fourths or four quarters AND OTHER COMPLEX FRACTIONS. Identifies the location of halves, fourths, and more complex fractions (thirds, fifths, etc.) on a number line
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**MEASUREMENT AND DATA (MD)****MCC1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.**

Compares and orders objects by length	Measures objects by comparing the length of two objects by using a third object as a measuring tool.	Measures the length of objects using standard measurement with a ruler, yardstick, or measuring tape.
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**MCC1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.**

Tells and writes time in hours and half-hours	Reads both analog and digital clocks and then orally tells and writes the time to the hour and half-hour.	Reads both analog and digital clocks and then orally tells and writes the time to the hour, half-hour, quarter hour, and five minute segments of time.
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**CONTENT STANDARD: MCC1.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.

Organizes, represents, and interprets data	Works with categorical data by organizing, representing and interpreting data. Constructs and interprets tally graphs and tables.	Works with categorical data by organizing, representing and interpreting data. Constructs and interprets tally, picture, and bar graphs and tables.
	Poses a question with 3 possible responses and works with the data collected. Asks and answers 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.	Poses a question with 4+ possible responses and works with the data collected. Asks and answers 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.

