i-Ready Classroom Mathematics



to the

# California Common Core State Standards for Mathematics

Grade 1

| California Common Core State Standards for Mathematics Grade 1 | | i-Ready Classroom Mathematics Lessons Grade 1 |
|---|---|---|
| **Grade 1** | | |
| **1.OA** | **Operations and Algebraic Thinking** | |
| | Represent and solve problems involving addition and subtraction. | |
| 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. | **Lesson 2:** Add and Subtract Within 10<br>**Lesson 5:** Solve Word Problems to 10<br>**Lesson 9:** Use a Ten to Subtract<br>**Lesson 11:** Solve Word Problems to 20<br>**Lesson 12:** Solve Compare Problems<br><br>**Supporting Content:**<br>Lesson 1: Number Partners for 10; Lesson 3: Use Counting Strategies to Add and Subtract; Lesson 4: Use Addition to Subtract; Lesson 8: Make a Ten to Add; Lesson 10: Doubles and Near Doubles; Lesson 13: Collect and Compare Data; Lesson 14: True and False Equations<br>**Math in Action:** pp. 123–126, 253–256, 359–362 |
| 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 the unknown number to represent the problem. | **Lesson 7:** Add Three Numbers<br><br>**Supporting Content:**<br>Lesson 13: Collect and Compare Data<br>**Math in Action:** pp. 253–256, 359–362 |
| | Understand and apply properties of operations and the relationship between addition and subtraction. | |
| 1.OA.3 | Apply properties of operations as strategies to add and subtract.<br>*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.)* | **Lesson 1:** Number Partners for 10<br>**Lesson 7:** Add Three Numbers<br><br>**Supporting Content:**<br>Lesson 8: Make a Ten to Add; Lesson 9: Use a Ten to Subtract; Lesson 10: Doubles and Near Doubles; Lesson 14: True and False Equations; Lesson 20: Add Two-Digit and One-Digit Numbers; Lesson 21: Add Two-Digit Numbers<br>**Math in Action:** pp. 253–256 |

| California Common Core State Standards for Mathematics Grade 1 | | i-Ready Classroom Mathematics Lessons Grade 1 |
|---|---|---|
| 1.OA.4 | Understand subtraction as an unknown-addend problem.<br>*For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* | **Lesson 4:** Use Addition to Subtract<br>**Lesson 5:** Solve Word Problems to 10<br>**Lesson 11:** Solve Word Problems to 20<br><br>**Supporting Content:**<br>Lesson 12: Solve Compare Problems |
| | Add and subtract within 20. | |
| 1.OA.5 | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Lesson 3:** Use Counting Strategies to Add and Subtract<br>**Lesson 4:** Use Addition to Subtract<br><br>**Supporting Content:**<br>Lesson 5: Solve Word Problems to 10; Lesson 11: Solve Word Problems to 20<br>**Math in Action:** pp. 123–126 |
| 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., 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). | **Lesson 1:** Number Partners for 10<br>**Lesson 3:** Use Counting Strategies to Add and Subtract<br>**Lesson 4:** Use Addition to Subtract<br>**Lesson 5:** Solve Word Problems to 10<br>**Lesson 8:** Make a Ten to Add<br>**Lesson 9:** Use a Ten to Subtract<br>**Lesson 10:** Doubles and Near Doubles<br>**Lesson 11:** Solve Word Problems to 20<br><br>**Supporting Content:**<br>Lesson 2: Add and Subtract Within 10; Lesson 7: Add Three Numbers; Lesson 12: Solve Compare Problems; Lesson 14: True and False Equations<br>**Math in Action:** pp. 123–126, 253–256, 359–362 |
| | Work with addition and subtraction equations. | |
| 1.OA.7 | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.<br>*For example, which of the following equations are true and which are false?*<br>*6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* | **Lesson 14:** True and False Equations<br><br>**Supporting Content:**<br>Lesson 8: Make a Ten to Add; Lesson 17: Compare Numbers |

| California Common Core State Standards for Mathematics Grade 1 | | i-Ready Classroom Mathematics Lessons Grade 1 |
|---|---|---|
| 1.OA.8 | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.<br>*For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.* | **Lesson 14:** True and False Equations<br><br>**Supporting Content:**<br>Lesson 1: Number Partners for 10; Lesson 4: Use Addition to Subtract; Lesson 11: Solve Word Problems to 20; Lesson 12: Solve Compare Problems |
| **1.NBT** | **Number and Operations in Base Ten** | |
| | Extend the counting sequence. | |
| 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. | **Lesson 16:** Numbers to 120<br><br>**Supporting Content:**<br>Lesson 6: Teen Numbers; Lesson 13: Collect and Compare Data; Lesson 27: Money<br>**Math in Action:** pp. 441–444 |
| | Understand place value. | |
| 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: | |
| 1.NBT.2.a | 10 can be thought of as a bundle of ten ones — called a “ten.” | **Lesson 6:** Teen Numbers<br>**Lesson 15:** Tens and Ones<br><br>**Supporting Content:**<br>Lesson 9: Use a Ten to Subtract, Lesson 16: Numbers to 120; Lesson 17: Compare Numbers; Lesson 20: Add Two-Digit and One-Digit Numbers; Lesson 21: Add Two-Digit Numbers<br>**Math in Action:** pp. 253–256, 441–444 |
| 1.NBT.2.b | The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. | **Lesson 6:** Teen Numbers<br><br>**Supporting Content:**<br>Lesson 9: Use a Ten to Subtract; Lesson 15: Tens and Ones; Lesson 16: Numbers to 120, Lesson 17: Compare Numbers; Lesson 20: Add Two-Digit and One-Digit Numbers; Lesson 21: Add Two-Digit Numbers<br>**Math in Action:** pp. 253–256 |

| California Common Core State Standards for Mathematics Grade 1 | | i-Ready Classroom Mathematics Lessons Grade 1 |
|---|---|---|
| 1.NBT.2.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). | **Lesson 6:** Teen Numbers<br>**Lesson 15:** Tens and Ones<br><br>**Supporting Content:**<br>Lesson 16: Numbers to 120; Lesson 17: Compare Numbers; Lesson 18: Add and Subtract Tens; Lesson 19: Addition with Two-Digit Numbers; Lesson 20: Add Two-Digit and One-Digit Numbers; Lesson 21: Add Two-Digit Numbers<br>**Math in Action:** pp. 253–256, 441–444 |
| 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 <. | **Lesson 17:** Compare Numbers<br><br>**Supporting Content:**<br>**Math in Action:** pp. 441–444 |
| | Use place value understanding and properties of operations to add and subtract. | |
| 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 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. | **Lesson 18:** Add and Subtract Tens<br>**Lesson 19:** Addition with Two-Digit Numbers<br>**Lesson 20:** Add Two-Digit and One-Digit Numbers<br>**Lesson 21:** Add Two-Digit Numbers<br><br>**Supporting Content:**<br>**Math in Action:** pp. 547–550 |
| 1.NBT.5 | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | **Lesson 16:** Numbers to 120<br><br>**Supporting Content:**<br>Lesson 17: Compare Numbers; Lesson 18: Add and Subtract Tens; Lesson 19: Addition with Two-Digit Numbers; Lesson 27: Money |

| California Common Core State Standards for Mathematics Grade 1 | | i-Ready Classroom Mathematics Lessons Grade 1 |
|---|---|---|
| 1.NBT.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. | **Lesson 18:** Add and Subtract Tens |
| **1.MD** | **Measurement and Data** | |
| | Measure lengths indirectly and by iterating length units. | |
| 1.MD.1 | Order three objects by length; compare the lengths of two objects indirectly by using a third object. | **Lesson 25:** Compare and Order Lengths<br><br>**Supporting Content:**<br>Lesson 26: Measure Length<br>**Math in Action:** pp. 701–704 |
| 1.MD.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 number of same-size length units that span it with no gaps or overlaps.<br>*Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* | **Lesson 26:** Measure Length |
| | Tell and write time. | |
| 1.MD.3 | Tell and write time in hours and half-hours using analog and digital clocks. | **Lesson 24:** Tell Time |
| | Represent and interpret data. | |
| 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. | **Lesson 13:** Collect and Compare Data<br><br>**Supporting Content:**<br>Lesson 14: True and False Equations; Lesson 17: Compare Numbers<br>**Math in Action:** pp. 253–256, 359–362, 441–444, 547–550, 701–704 |

| California Common Core State Standards for Mathematics Grade 1 | | i-Ready Classroom Mathematics Lessons Grade 1 |
|---|---|---|
| **1.G** | **Geometry** | |
| | Reason with shapes and their attributes. | |
| 1.G.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. | **Lesson 22:** Shapes<br><br>**Supporting Content:**<br>**Math in Action:** pp. 701–704 |
| 1.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. | **Lesson 22:** Shapes<br><br>**Supporting Content:**<br>**Math in Action:** pp. 701–704 |
| 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 two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | **Lesson 23:** Break Shapes into Equal Parts<br><br>**Supporting Content:**<br>Lesson 24: Tell Time<br>**Math in Action:** pp. 701–704 |

*Note: i-Ready Classroom Mathematics addresses number sense skills every day with dedicated number sense activities and fun counting and cardinality practice. Number Sense activities provide daily opportunities for children to talk about numbers and relationships, develop understanding of numbers, and use numbers and operations flexibly. Counting Routines provide children with engaging opportunities to practice rote counting daily.*