



 i-Ready® Classroom  
Mathematics

to the

**2021 Tennessee Academic  
Standards for Mathematics**



Grade 1

2021 Tennessee Academic Standards for Mathematics Grade 1		i-Ready Classroom Mathematics Lessons Grade 1
<b>Grade 1</b>		
<b>1.OA</b>	<b>Operations and Algebraic Thinking (OA)</b>	
1.OA.A	Represent and solve problems involving addition and subtraction.	
1.OA.A.1	Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade.	<b>Lesson 7:</b> Add and Subtract in Word Problems <b>Lesson 8:</b> Subtract to Compare in Word Problems <b>Lesson 17:</b> Word Problems to 20  <u><b>Additional Content:</b></u> Lesson 1: Count On to Add; Lesson 2: Doubles and Near Doubles; Lesson 6: Count On to Subtract; Lesson 12: Make a Ten to Add; Lesson 18: Collect and Compare Data
1.OA.A.2	Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>Lesson 14:</b> Add Three Numbers  <u><b>Additional Content:</b></u> Lesson 18: Collect and Compare Data
1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.B.3	Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)	<b>Lesson 3:</b> Add in Any Order <b>Lesson 5:</b> Number Partners for 10 <b>Lesson 14:</b> Add Three Numbers  <u><b>Additional Content:</b></u> Lesson 12: Make a Ten to Add; Lesson 15: Make a Ten to Subtract; Lesson 28: Add Two-Digit and One-Digit Numbers; Lesson 29: Add Two-Digit Numbers
1.OA.B.4	Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve $10 - 8 = \underline{\quad}$ , a student can use $8 + \underline{\quad} = 10$ . (	<b>Lesson 4:</b> <i>Understand</i> Missing Addends  <u><b>Additional Content:</b></u> Lesson 7: Add and Subtract in Word Problems; Lesson 10: Use Strategies for Addition and Subtraction Facts

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1.OA.C	Add and subtract within 20.	
1.OA.C.5	Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten ( <i>e.g.</i> , $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ or <i>adding <math>6 + 7</math> by creating the known equivalent <math>6 + 4 + 3 = 10 + 3 = 13</math></i> ).	<p><b>Lesson 1:</b> Count On to Add  <b>Lesson 6:</b> Count On to Subtract  <b>Lesson 10:</b> Use Strategies for Addition and Subtraction Facts  <b>Lesson 12:</b> Make a Ten to Add  <b>Lesson 15:</b> Make a Ten to Subtract  <b>Educator Note:</b> Counting Back</p> <p><b><u>Additional Content:</u></b>  Lesson 2: Doubles and Near Doubles;  Lesson 7: Add and Subtract in Word Problems</p>
1.OA.C.6	Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.	<p><b>Lesson 2:</b> Doubles and Near Doubles  <b>Lesson 5:</b> Number Partners for 10  <b>Lesson 10:</b> Use Strategies for Addition and Subtraction Facts  <b>Lesson 12:</b> Make a Ten to Add  <b>Lesson 13:</b> Totals Greater than 10  <b>Lesson 15:</b> Make a Ten to Subtract</p> <p><b><u>Additional Content:</u></b>  Lesson 1: Count On to Add; Lesson 3: Add in Any Order; Lesson 4: <i>Understand</i> Missing Addends; Lesson 6: Count On to Subtract; Lesson 7: Add and Subtract in Word Problems; Lesson 8: Subtract to Compare in Word Problems; Lesson 9: <i>Understand</i> True and False Equations; Lesson 14: Add Three Numbers; Lesson 17: Word Problems to 20</p>
1.OA.D	Work with addition and subtraction equations.	
1.OA.D.7	Understand the meaning of the equal sign ( <i>e.g.</i> , $6 = 6$ ; $5 + 2 = 4 + 3$ ; $7 = 8 - 1$ ). Determine if equations involving addition and subtraction are true or false.	<p><b>Lesson 9:</b> <i>Understand</i> True and False Equations</p> <p><b><u>Additional Content:</u></b>  Lesson 12: Make a Ten to Add; Lesson 13: Totals Greater than 10</p>

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1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g., $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ ).	<p><b>Lesson 3:</b> Add in Any Order  <b>Lesson 5:</b> Number Partners for 10  <b>Lesson 16:</b> Find the Unknown Number</p> <p><b>Additional Content:</b>  Lesson 4: <i>Understand</i> Missing Addends;  Lesson 8: Subtract to Compare in Word Problems;  Lesson 9: <i>Understand</i> True and False Equations;  Lesson 10: Use Strategies for Addition and Subtraction Facts</p>
<b>1.NBT</b>	<b>Number and Operations in Base Ten (NBT)</b>	
1.NBT.A	Extend the counting sequence.	
1.NBT.A.1	Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.	<p><b>Lesson 20:</b> Counting to 120  <b>Educator Note:</b> Counting Backward from 20  <b>One-Day Activity:</b> Count by Twos and Fives</p>
1.NBT.A.2	Recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials. <i>For example: 1, 3, 5, ...; 2, 4, 6, ...; 5, 10, 15, ...; etc.</i>	<p><b>Lesson 20:</b> Counting to 120  <b>Lesson 22:</b> Compare Numbers  <b>Lesson 24:</b> Money  <b>Lesson 26:</b> Understand 10 More and 10 Less  <b>One-Day Activity:</b> Investigate Patterns and Counting Sequences</p>
1.NBT.B	Understand place value	
1.NBT.B.3	Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	<p><b>Lesson 11:</b> <i>Understand</i> Teen Numbers  <b>Lesson 19:</b> <i>Understand</i> Tens  <b>Lesson 21:</b> <i>Understand</i> Tens and Ones</p> <p><b>Additional Content:</b>  Lesson 12: Make a Ten to Add; Lesson 13: Totals Greater than 10; Lesson 15: Make a Ten to Subtract; Lesson 22: Compare Numbers; Lesson 25: Add and Subtract Tens; Lesson 26: <i>Understand</i> 10 More and 10 Less; Lesson 27: Add Tens to Any Number</p>

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1.NBT.B.4	Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.	<b>Lesson 22:</b> Compare Numbers
1.NBT.C	Use place value understanding and properties of operations to add and subtract.	
1.NBT.C.5	Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	<b>Lesson 25:</b> Add and Subtract Tens <b>Lesson 27:</b> Add Tens to Any Number <b>Lesson 28:</b> Add Two-Digit and One-Digit Numbers <b>Lesson 29:</b> Add Two-Digit Numbers
1.NBT.C.6	Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.	<b>Lesson 26:</b> <i>Understand</i> 10 More and 10 Less
1.NBT.C.7	Subtract multiples of 10 from any number in the range of 10-99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<b>Lesson 25:</b> Add and Subtract Tens
<b>1.MD</b>	<b>Measurement and Data (MD)</b>	
1.MD.A	Measure lengths indirectly and by iterating length units.	
1.MD.A.1	Order three objects by length. Compare the lengths of two objects indirectly by using a third object. <i>For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.</i>	<b>Lesson 30:</b> Order Objects by Length <b>Lesson 31:</b> Compare Lengths
1.MD.A.2	Measure the length of an object using non-standard units (paper clips, cubes, etc.) and express this length as a whole number of units.	<b>Lesson 32:</b> <i>Understand</i> Length Measurement

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1.MD.B	Work with time and money.	
1.MD.B.3	Recognize a clock as a measurement tool. Tell and write time in hours and half-hours using analog and digital clocks.	<b>Lesson 23:</b> Tell Time  <b>Additional Content:</b> Lesson 35: <i>Understand</i> Breaking Shapes into Equal Parts
1.MD.B.4	Count the value of a set of like coins less than one dollar using the ¢ symbol only.	<b>One-Day Activity:</b> Find the Value of Sets of Coins
1.MD.C	Represent and interpret data.	
1.MD.C.5	Organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. 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.	<b>Lesson 9:</b> <i>Understand</i> True and False Equations <b>Lesson 18:</b> Collect and Compare Data <b>Lesson 22:</b> Compare Numbers <b>One-Day Activity:</b> Show Data on Bar Graphs
<b>1.G</b>	<b>Geometry (G)</b>	
1.G.A	Reason with shapes/solids and their attributes.	
1.G.A.1	Distinguish between attributes that define a shape ( <i>e.g., number of sides and vertices</i> ) versus attributes that do not define the shape ( <i>e.g., color, orientation, overall size</i> ); build and draw two-dimensional shapes to possess defining attributes.	<b>Lesson 33:</b> Shapes

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1.G.A.2	Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, halfcircles, and quarter-circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).	<b>Lesson 34:</b> Putting Shapes Together
1.G.A.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 partitioning into more equal shares creates smaller shares.	<b>Lesson 35:</b> <i>Understand</i> Breaking Shapes into Equal Parts  <b><u>Additional Content:</u></b> Lesson 23: Tell Time