

Blueprint



Common Core Coverage • 1st Grade

Standard	Statement of the Standard	Coverage	Lessons Covering 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.	Full Coverage	5-29, 31-41, 43-44, 46-50, 53-55, 57, 59-66, 68-75, 77-79, 81-87, 89, 91, 93-96, 98-100, 102-103, 105-106
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.	Full Coverage	41, 45, 77, 88, 92
1.OA.B.3	Apply properties of operations as strategies to add and subtract.3 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.)	Full Coverage	10, 19-20
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.	Full Coverage	12-13
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	No Coverage	
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 $6 + 6 + 1 = 12 + 1 = 13$).	Full Coverage	4-58, 60-63, 65-77, 79-94, 96-105, 107
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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Full Coverage	10, 14, 28, 42-43, 46, 62, 94-95, 97-104, 107

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1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	Full Coverage	7, 8, 10, 13-16, 19, 21, 23, 31, 37, 57, 65, 67, 87-88, 94-104, 107
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.	Full Coverage	1, 3, 5-6, 11, 16-17, 19, 26, 28, 31, 51-53, 65, 78, 82, 92, 103-105
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).	Full Coverage	13-17, 19, 39, 42-45, 47, 51-63, 65, 79, 81, 83-85, 87-88, 90, 93-94, 97, 99-101, 103, 105, 107
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 $<$.	Full Coverage	42-43, 46, 47, 52-53, 57, 63, 68, 74, 84-85, 87, 91, 102-105
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 tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Partial Coverage	13-14, 16, 19-21, 44, 46, 47, 50, 64-59, 61-77, 79-81, 83-84, 96-91, 93-99, 102-107 <i>All parts of the standard are covered except:</i> 1) Cases where the sum is greater than 20 and adding the numbers requires composing a 10 (e.g. $24+9$) 2) Adding round and non-round two digit numbers (e.g. $24+20$)
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.	Partial Coverage	33, 35, 37, 39, 43-45, 47-48, 72, 88-89, 102, 104 <i>Finding a number that is 10 more or less for all numbers up to 20 is covered; doing this for round numbers above 20 is covered; doing this for non-round numbers above 20 is not covered</i>

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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 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	Full Coverage	45-47, 50, 55-56, 61-62, 64-47, 69, 71-72, 76-81, 83-86, 90, 93-94, 96-99, 101, 103-105
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object	Partial Coverage	68-70, 79, 81, 88 <i>Ordering three objects by length is not covered directly but cases where the student needs to identify the longest or shortest of three objects are covered</i>
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 number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Full Coverage	68-71, 73, 75-76, 79, 81, 88
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	Full Coverage	83-86, 88-89
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 in another	Partial Coverage	3, 53, 72, 79 <i>Organizing objects into categories and counting them is covered; answering questions about the total number of data points, how many in each category, and how many more in one or another all in one activity are not covered</i>
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.	Partial Coverage	1, 50, 72, 74, 93 <i>Distinguishing between defining and non-defining attributes is covered; building and drawing shapes with defining attributes is not covered</i>
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.	Full Coverage	3, 18, 40-41, 48, 73, 77, 81, 83, 85, 99

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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 decomposing into more equal shares creates smaller shares.	Partial Coverage	72, 75 <i>Partitioning circles and using the words “half” and “quarter” to describe the parts is covered; doing so for rectangles is not covered; describing the whole as some number of shares and understanding that decomposing into more shares creates smaller shares are not covered</i>