First Grade-3rd Nine Weeks

The parent guide below is designed to keep you informed of exactly which standards are being taught and assessed during each grading period in first grade. At the beginning of each grading period, you will receive a similar guide showing the specific standards that will be taught and assessed. In the left-hand column, you will see the exact language from the report card and the Alabama College and Career-Ready Standards for Mathematics (CCRSM) on which it is based. The Skills column on the right-hand side addresses what is being assessed for mastery this grading period and will be reported to you on your child's report card. There will not be a proficiency mark on the report card this grading period for those standards where it says, "This standard will not be assessed for mastery this grading period." Although your child may receive instruction based on one of these standards, he or she will not be expected to demonstrate mastery of the skills beside it by the end of this grading period. The last standard titled, "Shelby County Standard" is a standard that was added to first grade's mathematics standards.

Standard	**Skills**
Report Card 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. **CCRSM** 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.	The student will… • solve a word problem and record an equation that represents the action in the problem. • solve a word problem and explain their reasoning using pictures and/or words.
Report Card Apply properties of operations as strategies to add and subtract. **CCRSM** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) 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)	The student will… • solve a problem that has multiple solutions. He or she will find at least 8 out of the 9 possible solutions using manipulatives, pictures, numbers, or words.
Report Card Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. **CCRSM** 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).	The student will… • demonstrate fluency and 100% accuracy with the addition and subtraction facts to 9.
Report Card Determine the unknown number in an addition or subtraction equation relating three whole numbers. **CCRSM** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**This standard will not be assessed for mastery this grading period.**

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Standard	Skills
Report Card Count to 120, starting at any given number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **CCRSM** 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.	The student will… • **read** the numbers 65-102 with 100% accuracy when the numerals are presented in a random format. • **write** numbers between 10 and 102 with 100% accuracy. • orally **count** up to 102 objects with 100% accuracy and with less than four prompts.
Report Card Understand that the two digits of a two-digit number represent amounts of tens and ones. **CCRSM** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following 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).	**This standard will not be assessed for mastery this grading period.**
Report Card Compare two two-digit numbers based on meanings of the tens and ones digits. **CCRSM** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	The student will… • represent and compare two numbers (up to 20) and use the <, >, and = symbols to identify which is the greater or lesser number and use place value to explain orally or in writing how the numbers are the same or different.
Report Card Add within 100. **CCRSM** 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 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.	**This standard will not be assessed for mastery this grading period.**
Report Card Express the length of an object as a whole number of length units. **CCRSM** Express the length of an object as a whole number of length units by laying multiple copies of a shorter object 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.	The student will… • measure five objects using inch tiles or paperclips with at least 80% accuracy.
Report Card Tell and write time in hours and half-hours using analog and digital clocks. **CCRSM** Tell and write time in hours and half-hours using analog and digital clocks.	The student will… • tell and write the time to the hour and half hour using analog and digital clocks with at least 80% accuracy.

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Standard	Skills
Report Card Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points. **CCRSM** 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.	The student will… • organize data by sorting information into categories with 100% accuracy. • represent the data correctly in a bar graph. • correctly answer more and less than questions based on the bar graph in five out of five attempts.
Report Card Compose two-dimensional or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. **CCRSM** Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	The student will… • compose a hexagon in at least five ways using pattern blocks or a drawing. **This standard was taught in the previous grading period and will only be retaught to those students who did not achieve a proficiency score of 3 by the end of the last grading period. These students will be reassessed by the end of this grading period, and an updated proficiency score will be marked on their report card for this grading period. Any student who did receive a proficiency score of 3 on the previous grading period's report card will have that score carried over onto this grading period's report card.**
Report Card Partition circles and rectangles into two and four equal shares; describe the shares and the whole. **CCRSM** 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.	The student will… • partition a circle in half and identify shapes that have been divided into halves in at least two out of three situations. • identify fourths in both rectangles and circles in at least two out of three situations.
Shelby County Standard The student will identify coins and their value (penny, nickel, dime, and quarter).	The student will… • identify the penny, nickel, dime, and quarter when presented with a penny, nickel, dime, and quarter. • state the value of the penny, nickel, dime, and quarter.