CHINO VALLEY
UNIFIED SCHOOL DISTRICT

First Grade

Math Essential Standard	"I can…" Statements	*Pearson enVision**
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.)*	• I can add within 20. (1.OA.1) • I can use objects or draw to add. (1.OA.1) • I can add within 20 by taking apart. (1.OA.1) • I can add to solve word problems. (1.OA.1) • I can subtract within 20. (1.OA.1) • I can subtract within 20 to solve word problems with unknowns in all positions. (1.OA.1) • I can subtract within 20 to solve word problems by comparing. (1.OA.1) • I can use subtraction within 20 to solve word problems by using equations with a symbol for an unknown number. (1.OA.1) • I can compare two quantities to determine which quantity has more or fewer. (1.OA.1) • I can solve a word problem by using objects and drawings (1.OA.1) • I can use addition and subtraction within 20 to solve word problems by drawing a picture. (1.OA.1) • I can use addition and subtraction within 20 to solve word problems involving situations by taking apart. (1.OA.1)	Topic 1 • I can count objects accurately up to 10. (1.OA.1) Topic 2 • I can take away parts from a whole within 10. (1.OA.1) • I can find the missing part of a whole within 10 to solve word problems. (1.OA.1) • compare two groups of objects. (1.OA.1) • I can write a subtraction number sentence to describe missing parts in a word problem. (1.OA.1) Topic 4 • I can solve word problems by drawing a picture to show the story. (1.OA.1) • I can look at a picture and write a number sentence. (1.OA.1) Topic 5 • I can add by taking apart the whole and making two parts. (1.OA.1) • I can use addition to solve a word problem within 20. (1.OA.1) • I can use subtraction to solve a word problem within 20 (1.OA.1)
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.	• I can solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Topic 5 • I can solve addition word problems with three addends whose sum is within 20. (1.OA.2)

1.OA.3: Apply properties of operations as strategies to add and subtract. *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.)*	• I can apply properties of operations (Commutative) as strategies to add. (1.OA.3) • I can apply properties of operations as strategies to add. (1.OA.3)	
1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8.	• I can understand subtraction as an unknown addend problem. (1.OA.4)	Topic 2 • I can write a subtraction number sentence after identifying a missing part of a whole number (1.OA.4) • I can identify parts of a whole in a subtraction number sentence (1.OA.4) Topic 3 • I can solve a problem with a missing addend. (1.OA.4) • I can use subtraction to find a missing addend. (1.OA.4) Topic 4 • I can use subtraction to find a missing addend in a related addition problem. (1.OA.4) • I can use addition to find a missing addend in a related subtraction problem. (1.OA.4)
1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)	• I can relate counting to addition and subtraction. (1.OA.5)	Topic 3 • I can subtract within 10 by using the strategy of counting on. (1.OA.5) Topic 4 • I can count on from a number to add within 20. (1.OA.5) • I can use models to explain addition. (1.OA.5)

		• I can write number sentences to show addition. (1.OA.5)
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)	• I can add within 20 demonstrating fluency for addition and subtraction within 10 by using the relationship between addition and subtraction. (1.OA.6) • I can add within 20 demonstrating fluency for addition within 10 by using the strategy of counting on. (1.OA6) • I can add within 20 demonstrating fluency for addition within 10 by creating equivalent but easier and known sums. (1.OA.6)	Topic 3 • I can break apart a number to add within 10 (1.OA.6) • I can break apart a number to subtract within 10 (1.OA.6) Topic 4 • I can add with doubles. (1.OA.6) • I can add within 20 by making tens (1.OA.6) • I can count on from a number to subtract within 20. (1.OA.6) Topic 5 • I can count on from a number to add within 20. (1.OA.6) • I can add with doubles. (1.OA.6) • I can decompose a number to solve an addition equation. (1.OA.6) • I can add within 20 by making tens (1.OA.6)
1.OA.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*.	• I can understand the meaning of equal signs. (1.OA.7) • I can understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (1.OA.7)	Topic 1 • I can add equations by using symbols such as addition signs and equal signs. (1.OA.7) Topic 2 • I can write a subtraction number sentence where both sides of the equal sign are the same quantities (1.OA.7) • I can distinguish between a true subtraction number sentence and a false subtraction number sentence (1.OA.7)

1.OA. 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 = □ – 3, 6 + 6 = □.*	• I can determine the unknown whole number in an addition equation relating three whole numbers. (1.OA.8) • I can determine the unknown whole numbers, in any position, to make a subtraction equation true. (1.OA.8) • I can determine the unknown whole number in an addition and subtraction equation relating three whole numbers. (1.OA.8)	Topic 4 • I can solve an addition sentence with an unknown number. (1.OA.8) • I can solve a subtraction sentence with an unknown number. (1.OA.8) Topic 5 • I can determine the unknown whole numbers, in any position, to make an addition equation true. (1.OA.8)
1.NBT.2 Understand that the two digits of a two-digit 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).	***COMING SOON***	
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	• I can tell and write time to the hour using analog and digital clocks. • I can tell and write time to the half-hour using analog and digital clocks.	
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.	• I can sort, use tally marks, and surveys as different ways to collect data. • I can organize data with up to three categories. • I can represent data with up to three categories. • I can interpret data with up to three categories.	

	• I can ask and answer questions about the data in tables and charts.	
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.	***COMING SOON***	

**These "I can" statements are specific to the Topic and Lessons within the Pearson enVision curriculum which align with the first two columns (Math Essential Standard and "I can..." Statements).*