

**Itawamba County School District  
Common Core Standards Pacing Guide  
1st Grade Math –  
First Nine Weeks**

Common Core State Standards for Math (Outcome Based)	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p><b><u>Operations and Algebraic Thinking (OA)</u></b></p> <p>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.</p>	<p>I can model/show addition of numbers less than 20 with manipulatives. (1*)</p> <p>I can model subtraction of numbers less than 20 with manipulatives. (1*)</p> <p>I can add two numbers less than 20 in an equation with a symbol or missing addend for the unknown number in all positions. (1*)</p> <p>I can subtract two numbers less than 20 in an equation with a symbol or unknown number in all positions. (1*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Addition Subtraction Symbols Equal Sign Addend Sum Difference Number Model Show</p>	

<p>1.OA.4. Understand subtraction as an unknown-addend problem.</p> <p><i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p>	<p>I can understand the meaning of an unknown addend. (1,2*)</p> <p>I can use subtraction to find the unknown addend. (1,2*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Missing Addend</p>	
<p>1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p>Use strategies such as</p> <ul style="list-style-type: none"> <li>• counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>);</li> <li>• decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>);</li> <li>• using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>);</li> <li>• creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> </ul>	<p>I can demonstrate fluency in addition by correctly using a one minute skill drill. (1*, 2*, 3*, 4*)</p> <p>I can demonstrate fluency in subtraction by correctly a 1 minute skill drill. (1*, 2*, 3*, 4*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Multiple Representations</p>	

<p>1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p><i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></p>	<p>I can locate the equal sign. (1*)</p> <p>I can tell in my own words the meaning of the equal sign. (1*)</p> <p>I can decide if addition and subtraction equations are true or false. (1, 2*, 3*, 4)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Equal Equations Equivalent</p>	
<p>1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p><i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \square - 3</math>, <math>6 + 6 = \square</math></i></p>	<p>I can solve equations to determine the unknown number that makes the equation true. (1,2*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Equation</p>	
<p><b><u>Numbers and Operations in Base Ten (NBT)</u></b></p> <p>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.</p>	<p>I can count to 120 starting at any number less than 120. (1, 2, 3*)</p> <p>I can read and write numbers to 120 using numbers and objects. (1, 2, 3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Numbers Numerals</p>	