

Math Competencies- Grade 1		
Lin-Wood Proficiencies (COMPETENCY)	I Can Statements	Standards
Number & Operations in Base Ten Students will demonstrate an understanding of whole numbers by reading, writing, counting on, using place value, and comparing whole numbers to 120.	1. I can count on from any number up to 120. 2. I can read and write numerals to 120. 3. I can represent a given number of objects with a written numeral. 4. I can understand that the place value of a digit determines its value. 5. I can understand that ten ones is the same as one ten. 6. I can understand that the teen numbers are composed of one group of ten and some ones. 7. I can describe the decade numbers as a certain number of groups of tens (and no ones). 8. I can compare two two-digit numbers using place value. 9. I can use the comparison symbols $<$, $=$, and $>$ to represent comparisons of two numbers symbolically.	1.NBT.A.1 1.NBT.B.2 1.NBT.B.2.A 1.NBT.B.2.B 1.NBT.B.2.C 1.NBT.B.3
Number & Operations in Base Ten Students will demonstrate an understanding and application of addition using whole numbers, with fluency within 10, by solving numerical (within 100) and word problems (within 20) using a variety of strategies.	1. I can add numbers with sums to 100 using various strategies, manipulatives, pictures, and symbols (numbers). 2. I can explain reasoning for strategies used to add numbers (with sums to 100) and relate to a written equation. 3. I can understand that place value is used when adding, renaming as appropriate. 4. I can mentally calculate 10 more or 10 less from any given two-digit number; explaining the reasoning for the strategy used. 5. I can use a variety of strategies, manipulatives, or drawings to subtract	1.NBT.C.4 1.NBT.C.5 1.NBT.C.6

	multiples of ten from greater multiples of ten (through 90). 6. I can explain how the strategy used relates to the written equation.	
Operations & Algebraic Thinking Students will demonstrate an understanding and application of subtraction using whole numbers, with fluency within 10, by solving numerical (within 90) and word problems (within 20) using a variety of strategies.	1.I can use a variety of strategies to solve addition (within 20) word problems with the unknown quantity in all positions. 2. I can use a variety of strategies to solve subtraction (within 20) word problems with the unknown quantity in all positions. 3.I can use pictures, words, and numbers to solve word problems with three whole number addends, whose sum is equal to or less than 20. 4. I can apply strategies based on arithmetic properties of operations when adding and subtracting. 5.I can think about subtraction as an unknown-addend problem. 6.I can use counting strategies for finding the answer to addition and subtraction problems. 7. I can Add and Subtract within 20 using a variety of strategies. 8. I can demonstrate fluency in addition and subtraction within 10. 9. I can understand the meaning of the equals sign in showing equivalency. 10.I can determine if a given equation involving addition or subtraction is true or not. 11.I can solve for an unknown quantity, in any position, in addition and subtraction equations.	<u>1.OA.A.1</u> <u>1.OA.A.2</u> <u>1.OA.A.3</u> <u>1.OA.A.4</u> <u>1.OA.A.5</u> <u>1.OA.A.6</u> <u>1.OA.A.7</u> <u>1.OA.A.8</u>
Measurement & Data Students will demonstrate an understanding of measurement by comparing and ordering	1. I can order three objects by length. 2. I can compare the lengths of two objects indirectly using a third object. 3.I can measure the length of an object (whole number lengths) using a variety of non-standardized units.	<u>1.MD.A.1</u> <u>1.MD.A.2</u>

items by length and making measurements using a variety of non-standard units.	4. I can understand that an object's length is the number of same-size unit lengths with no gaps or overlays.	
Measurement & Data Students will demonstrate an understanding of time by reading time to the hour and to the half-hour on an analog clock. and Students will demonstrate an understanding of time by reading time to the hour and to the half-hour on a digital clock.	1.I can tell time to the hour and half hour on an analog clock. 2.I can write time to the hour and half hour using an analog clock. 3.I can tell time to the hour and half hour on a digital clock. 4. I can write time to the hour and half hour using a digital clock.	1.MD.B.3
Measurement & Data Students will demonstrate and understanding of data analysis by collecting and organizing data into(up to three categories) a table or chart; interpreting the data using totals and comparisons of how many more or less in a category	1.I can collect and organize data with up to three categories. 2.I can represent data (up to three categories) in a table or chart. 3.I can interpret the data by telling how many in each category, total number of data points, and in how many more or less are in one category than another.	1.MD.C.4
Geometry Students will demonstrate an understanding of shapes by creating 2D and 3D figures, determining if an attribute is defining or non-defining, and in creating composite shapes.	1.I can determine if an attribute is defining, such as number of sides, or non-defining, such as color. 2. I can create a variety of two- and three-dimensional shapes. 3. I can create a composite shape. 4. I can create a new composite shape from a given composite shape.	1.G.A.1 1.G.A.2
Students will demonstrate an understanding of equal shares by dividing circles and rectangles into halves and quarters, understanding that the equal shares created combine back to the whole and that the more shares created, the smaller the size of the share.	1.I can divide circles and rectangles into two and four equal shares using the terms halves, fourths, and quarters. 2. I can understand that the equal shares created combine to the original whole. 3.I can understand that the more equal shares that a shape is divided into, the smaller the size of the equal shares.	1.G.A.3