1st Grade Iowa Core - I Cans...

STANDARDS	I Can…
Operations and Algebraic Thinking	Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.	**Represent and solve problems involving addition and subtraction.**
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. (1.OA.1.)	I can solve addition and subtraction problems within 20.
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. (1.OA.2.)	I can solve word problems by adding three whole numbers within 20.
Understand and apply properties of operations and the relationship between addition and subtraction.	**Understand and apply properties of operations and the relationship between addition and subtraction.**
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.) (1.OA.3.)	I can use the commutative and associative properties as strategies to solve addition and subtraction problems.
4. Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8. (1.OA.4.)	I can think of subtraction as an addition problem with a part unknown.
Add and subtract within 20.	**Add and subtract within 20.**
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5.)	I can use counting on or counting back strategies to add and subtract.

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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). (1.OA.6.)	a. I can quickly and correctly add and subtract within 10. b. I can use strategies to add and subtract from 11 - 20.
Work with addition and subtraction equations.	**Work with addition and subtraction equations.**
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. (1.OA.7.)	I can understand the meaning of the equal sign.
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 = ▢. (1.OA.8.)	I can find an unknown number in a number sentence regardless of it location.

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Number and Operations in Base Ten	Number and Operations in Base Ten
Extend the counting sequence.	**Extend the counting sequence.**
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. (1.NBT.1.)	I can read, write numerals, and count to 120, starting from any number.
Understand place value.	**Understand place value.**
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	I can break apart a two digit number into tens and ones.
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). (1.NBT.2.)	
3.Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. (1.NBT.3.)	I can compare two 2-digit numbers using symbols >, <, and =.
Use place value understanding and properties of operations to add and subtract.	
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. (1.NBT.4.)	I can add two and one-digit numbers using various strategies or models.(ex. 45 +7 or 32 + 40)
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1.NBT.5.)	I can mentally find 10 more or 10 less than a two-digit number.

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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. (1.NBT.6.)	I can subtract two-digit numbers ending in zero using strategies or models.
Measurement and Data	Measurement and Data
Measure lengths indirectly and by iterating length units.	**Measure lengths indirectly and by iterating length units.**
1.Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.1.)	I can compare and then order three objects by length.
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. (1.MD.2.)	I can measure the length of an object by using smaller objects.
Tell and write time.	
3. Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.3.)	I can tell time to the hour and half-hour.
Represent and interpret data.	
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. (1.MD.4.)	I can organize data and answer questions about the information.

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Geometry	
Reason with shapes and their attributes.	
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. (1.G.1.)	I can draw or name a shape according its properties.
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. (1.G.2.)	I can create a larger shape by using smaller shapes.
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. (1.G.3.)	I can divide circles and rectangles equally and name each part.