1st Grade Math
Operations & Algebraic Thinking
CCSS “I Can” Statements
CCSS.MATH.CONTENT.1.OA.A.1

I can use different strategies for addition to solve word problems (within 20).
CCSS.MATH.CONTENT.1.OA.A.1

I can use different strategies for subtraction to solve word problems (within 20).
CCSS.MATH.CONTENT.1.OA.A.2

I can use solve word problems where I have to add 3 whole numbers.
CCSS.MATH.CONTENT.1.OA.B.3
I can use fact families to help me solve addition problems (commutative).
I can use addition facts I know well to help me solve problems where there are more than two numbers (associative).
CCSS.MATH.CONTENT.1.OA.B.4

I can use what I know about addition facts to help me answer subtraction fact problems.
I can understand how counting up is like adding and counting down is like subtracting.
CCSS.MATH.CONTENT.1.OA.A.6

I can add facts within 20.
CCSS.MATH.CONTENT.1.OA.C.6

I can subtract facts within 20.
CCSS.MATH.CONTENT.1.OA.D.7

I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.
CCSS.MATH.CONTENT.1.OA.D.8
I can figure out what a missing number is in an addition or subtraction problem.
1st Grade Math
Number & Operations
In Base Ten
CCSS “I Can” Statements
I can count up to 120 starting at any number under 120.
CCSS.MATH.CONTENT.1.NBT.A.1

I can read and write my numbers to show how many objects are in a group (up to 120).
CCSS.MATH.CONTENT.1.NBT.B.2

I can tell how many tens and how many ones are in a number.
I can show that I know what a "ten" is.
I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.
I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones.
I can compare two-digit numbers using <, =, and > because I understand tens and ones.
CCSS.MATH.CONTENT.1.NBT.C.4

I can use math strategies to help me solve and explain addition problems within 100.
CCSS.MATH.CONTENT.1.NBT.C.4

I can use objects and pictures to help me solve and explain addition problems within 100.
I can understand that adding two-digit numbers means I add the ones and then the tens.
I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones (regroup).
CCSS.MATH.CONTENT.1.NBT.C.5
I can find 10 more or 10 less in my head.
CCSS.MATH.CONTENT.1.NBT.C.6

I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy.
1st Grade Math Measurement & Data
CCSS “I Can” Statements
CCSS.MATH.CONTENT.1.MD.A.1
I can put three objects in order from longest to shortest and compare their lengths.
CCSS.MATH.CONTENT.1.MD.A.2

I can tell the length of an object using whole numbers.
CCSS.MATH.CONTENT.1.MD.A.2
I can show that I understand how to measure something by using a smaller object as a measurement tool.
CCSS.MATH.CONTENT.1.MD.B.3

I can tell and write time in hours and half-hours using any kind of clock.
I can organize, show, and explain number information in a way that makes sense.
CCSS.MATH.CONTENT.1.MD.C.4

I can ask and answer questions about number information that is organized.
1st Grade Math
Geometry
CCSS “I Can” Statements
CCSS.MATH.CONTENT.1.G.A.1

I can understand and tell about the parts that make different shapes unique.
CCSS.MATH.CONTENT.1.G.A.1
I can build and draw shapes that have certain parts.
CCSS.MATH.CONTENT.1.G.A.2

I can create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles).
CCSS.MATH.CONTENT.1.G.A.2

I can create three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders).
CCSS.MATH.CONTENT.1.G.A.2

I can use two- and three-dimensional shapes to create new shapes.
CCSS.MATH.CONTENT.1.G.A.3

I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts.
CCSS.MATH.CONTENT.1.G.A.3

I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them.
CCSS.MATH.CONTENT.1.G.A.3
I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.