

Pomeroy

Essential Standards for First Grade

2019-2020		
Boulder (Need to Know)	Rock (Nice to Know)	Butterfly (Land & Leave)
<p>1.2A Recognize instantly the quantity of structured arrangements.</p> <p>1.3C Compose 10 with two or more addends with and without concrete objects.</p> <p>1.2B Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one-way as so many hundreds, so many tens, and so many ones.</p> <p>1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120.</p> <p>1.2G Represent the comparison of two numbers to 100 using the symbols $>$, $<$ or $=$.</p> <p>1.2F Order whole numbers up to 120 using place value and open number lines.</p> <p>1.3D Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.</p> <p>1.5D Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.</p> <p>1.6D Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.</p> <p>1.6E Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.</p> <p>1.6H Identify examples and non-examples of halves and fourths.</p> <p>1.3B Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2+4=[]$, $3+ []=7$, and $5=[]-3$.</p> <p>1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.</p> <p>1.8C Draw conclusions and generate and answer questions using information from picture and bar-type graphs</p> <p>1.7E Tell time to the hour and half hour using analog and digital clocks.</p>	<p>1.5E Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).</p> <p>1.3A Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.</p> <p>1.2E Use place value to compare whole numbers up to 120 using comparative language.</p> <p>1.3E Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.</p> <p>1.3F Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.</p> <p>1.4A Identify US coins including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.</p> <p>1.5A Recite numbers forward and backward from any given number between 1 and 120</p> <p>1.2E Use place value to compare whole numbers up to 120 using comparative language.</p> <p>1.2G Represent the comparison of two numbers to 100 using the symbols $>$, $<$ or $=$.</p> <p>1.6F Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.</p> <p>1.6G Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.</p> <p>1.5G Apply properties of operations to add and subtract two or three numbers.</p> <p>1.8A Collect, sort, and organize data in up to three categories using models/representations such as tally marks or t-charts.</p> <p>1.8B Use data to create picture and bar-type graphs.</p> <p>1.7A Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.</p> <p>1.7B Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.</p> <p>1.5F Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p> <p>1.9A Define money earned as income.</p> <p>1.5A Recite numbers forward and backward from any given number between 1 and 120.</p>	<p>1.5B Skip count by twos, fives, and tens to determine the total number of objects up to 120.</p> <p>1.2D Generate a number that is greater than or less than a given whole number up to 120.</p> <p>1.5C Use relationships to determine the number that is 10 more and 10 less than a given number up to 120.</p> <p>1.4B Write a number with the cent symbol to describe the value of a coin.</p> <p>1.2D Generate a number that is greater than or less than a given whole number up to 120.</p> <p>1.6C Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.</p> <p>1.7C Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.</p> <p>1.9B Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.</p> <p>1.9C Distinguish between spending and saving.</p> <p>1.9D Consider charitable giving.</p>

