



**2011–2012
Grade 1**

This document serves as a guide for the transition from the Nevada State Standards (NSS) to the Common Core State Standards (CCSS). Users of this document should also refer to the Grade 1 Introduction and Narrative, and the Glossary of the CCSS.

The table below lists the Common Core State Standards to be introduced into Grade 1 in school year 2011–2012 replacing the Nevada State Standards. Corresponding Nevada State Standards are listed where the content matches in whole or in part. In many cases, the expectations of the CCSS exceed the NSS. Teachers must move their instruction, and therefore their students’ mathematical knowledge, from the level of the NSS to the CCSS. Teachers must also incorporate the *Standards for Mathematical Practice* included in the CCSS into instruction to complete students’ educational experiences. Some additional clarification is provided in the comments column.

Operations and Algebraic Thinking			
Represent and solve problems involving addition and subtraction.			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change¹	Comments
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. <i>Note: See CCSS Glossary, Table 1.</i>	1.1.8 Demonstrate the joining and separating of sets with 20 or fewer objects. Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols. Use mathematical vocabulary and symbols to describe addition, subtraction, and equality.	0	This CCSS explicitly defines problem types. Extend the modeling of addition and subtraction in this NSS to word problems.
	2.1.2 Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true.	0	

¹ Grade Level Change from current NSS to CCSS. (i.e., –1 indicates that the NSS was previously taught in the grade above.)



Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.OA.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.	1.1.8 Demonstrate the joining and separating of sets with 20 or fewer objects. Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols. Use mathematical vocabulary and symbols to describe addition, subtraction, and equality.	0	Extend addition and subtraction problems in the NSS to addition of three whole numbers.
	2.1.2 Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true.	0	

Understand and apply properties of operations and the relationship between addition and subtraction.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.OA.3 Apply properties of operations as strategies to add and subtract. <i>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.)</i> <i>Note: Students need not use formal terms for these properties.</i>			This CCSS does not require students to use formal terms for properties.
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.			

Add and subtract within 20.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).			

¹ Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



Operations and Algebraic Thinking
Add and subtract within 20.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
<p>1.OA.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 $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>1.2.5 Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts. Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts.</p>	-1	<p>Extend modeling of addition/subtraction facts in the NSS to sums and differences within 20. This CCSS focuses on fluency with addition/subtraction within 10.</p>

Work with addition and subtraction equations.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
<p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>			
<p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p>	<p>2.1.2 Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true.</p>	0	

Number and Operations Base Ten

Extend the counting sequence.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
<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>1.1.3 Read, write, compare, and order numbers from 0–100. Identify ordinal positions first to tenth. Read and write number words to 10. Create, compare, and describe sets of objects and numbers from 0–100 as greater than, less than, or equal to ($>$, $<$, $=$).</p>	0	<p>Extend counting, reading, and writing numbers in the NSS to 120.</p>

¹ Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



Number and Operations Base Ten Understand place value.			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.”	1.1.1 Identify, model, read, and write place value positions of 1’s and 10’s. Identify the value of a given digit in the 1’s and 10’s place.	0	“Identify, model, read, and write” in the NSS is the intent in this CCSS for “understand.”
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	1.1.1 Identify, model, read, and write place value positions of 1’s and 10’s. Identify the value of a given digit in the 1’s and 10’s place.	0	“Identify, model, read, and write” in the NSS is the intent in this CCSS for “understand.”
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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).	1.1.1 Identify, model, read, and write place value positions of 1’s and 10’s. Identify the value of a given digit in the 1’s and 10’s place.	0	“Identify, model, read, and write” in the NSS is the intent in this CCSS for “understand.”
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	1.1.3 Read, write, compare, and order numbers from 0–100. Identify ordinal positions first to tenth. Read and write number words to 10. Create, compare, and describe sets of objects and numbers from 0–100 as greater than, less than, or equal to ($>$, $<$, $=$).	0	

¹ Grade Level Change from current NSS to CCSS. (i.e., –1 indicates that the NSS was previously taught in the grade above.)



Number and Operations Base Ten

Use place value understanding and properties of operations to add and subtract.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.NBT.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.	1.3.7 Add and subtract two- and three-digit numbers with and without regrouping. Add and subtract decimals using money as a model.	-2	The intent of this CCSS is to build conceptual understanding of addition and not to teach an algorithm.
1.NBT.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.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.	1.2.7 Add and subtract one- and two-digit numbers without regrouping.	-1	The intent of this CCSS is to build conceptual understanding of subtraction and not to teach an algorithm.

Measurement and Data

Measure lengths indirectly and by iterating length units.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	3.1.1 Compare, order, describe, and represent objects by length and weight.	0	This CCSS includes length only.
	3.1.2 Compare and measure length and weight using non-standard measurement.	0	This CCSS includes length only.

¹ Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



Measurement and Data

Measure lengths indirectly and by iterating length units.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.MD.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.	3.1.2 Compare and measure length and weight using non-standard measurement.	0	This CCSS includes length only.

Tell and write time.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	3.1.6 Recite in order the months of the year. Use a calendar to identify days, weeks, months, and a year. Read time to the nearest hour.	0	Extend telling time in this NSS to telling time to the nearest half hour.

Represent and interpret data.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.MD.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.	5.1.1 Collect, organize, and record data in response to questions posed by teacher and/or students. Use tally marks to represent data.	0	Extend collecting, organizing, and recording data in the NSS to include representing, interpreting, and answering questions about data.

Geometry

Reason with shapes and their attributes.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.G.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 Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



Geometry Reason with shapes and their attributes.			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
1.G.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. <i>Note: Students do not need to learn formal names such as “right rectangular prism.”</i>	4.1.1 Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation.	0	Extend the sketching of 2-D shapes in the NSS to include composite shapes
	4.3.4 Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects.	-2	Extend the sketching, modeling, and building of 3-D shapes in the NSS to include composite shapes
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.2.2 Identify equal parts of a whole. Identify and model the unit fractions 1/2 and 1/4 as equal parts of a whole or sets of objects.	-1	This CCSS is building the conceptual foundation for fractions.

¹ Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)