Colorado Extended Evidence Outcomes: Mathematics

Grade 1

Number & Operations in Base Ten: Extend the counting sequence. 1.NBT.A

1 **Count to up to at least 20, starting at any number less than 20.** 1.NBT.A.1

- a In this range, identify numerals and represent (by writing, matching, or otherwise indicating) a number of objects with a written numeral. 1.NBT.A.1.A

Number & Operations in Base Ten: Understand place value. 1.NBT.B

2 **Understand that the two digits of the numbers 10 through 20 represent amounts of tens and ones.** 1.NBT.B.2

- a Understand the following as special cases: 10 ca be thought of a bundle of ten ones, called a ten, and the numbers 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2.A
- b Decompose numbers less than ten in more than one way. 1.NBT.B.2.B

3 **Compare two numbers from 1 up to at least 20based on meanings of the tens and ones digits.** 1.NBT.B.3

- a For example, 20 is greater than 15 because two tens is bigger than one ten and a five. 1.NBT.B.3.A

Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract. 1.NBT.C

4 **Add within 10 using concrete models or drawings.** 1.NBT.C.4

- a Relate the strategy to a written method and explain or indicate the reasoning used. 1.NBT.C.4.A

5 **Given a single digit number, find 10 more than the number. Given a number in the range 10-20, find 10 less than the number.** 1.NBT.C.5

6 **Subtract multiples of 5 in the range 5-20 from multiples of 5 in the range 5- 20 (e.g., 20-10, 15-10, 10-5), using concrete models or drawings.** 1.NBT.C.6

- a Relate the strategy to a written method. Example: given 15 objects, have students subtract 10 objects that match that operation to a card with “15 - 10 = 5” written on it. 1.NBT.C.6.A

Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction. 1.OA.A

1 **Use addition and subtraction within at least 10 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing by using objects and drawings.** 1.OA.A.1

2 **Solve word problems (given orally, visually, or as objects) that call for addition of three whole numbers whose sum is up to at least 10 by using objects and drawings.** 1.OA.A.2

Operations & Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.B

3 **Apply properties of operations as strategies to add and subtract (students need not use formal terms for these properties).** 1.OA.B.3

a Examples: If 4 + 3 = 7 is known, then 3 + 4 = 7 is also known (commutative property of addition). To add 5 + 2 + 3, the second two numbers can be added to make a 5, so 5 + 2 + 3 = 5 + 5 = 10 (associative property of addition). 1.OA.B.3.A

4 **Understand subtraction as an unknown-added problem.** 1.OA.B.4

a **For example, subtract 5 -4 by finding the number that makes 5 when added to 4.** 1.OA.B.4.A

Operations & Algebraic Thinking: Add and subtract within 20. 1.OA.C

5 **Relate counting to addition and subtraction using concrete models or visual representations to indicate the number that results when adding or subtracting one.** 1.OA.C.5

6 **Add and subtract within 20 using objects, drawing, ten frames, and/or written methods for problems with sums and differences of ten (e.g., 5 + 5, 6 + 4, 2 + 8, 14 - 4, 17 - 7) as a foundation for operations involving place value.** 1.OA.C.6

Operations & Algebraic Thinking: Work with addition and subtraction equations. 1.OA.D

7 **Understand the meaning of the equal sign, and use models or other strategies to determine if equations involving addition and subtraction up to at least 4 are true or false. For example, does 1 + 1 = 3? Is 4 - 2 = 2 true or false?** 1.OA.D.7

8 **Determine the unknown whole number in an addition or subtraction equation relating three whole numbers whose sum is up to at least 10. For example, determine the unknown number that makes the equation true in each of the equations 1 = __ = 3, 4 = 6 - __, __ + 2 = 4.** 1.OA.D.8

Measurement & Data: Measure lengths indirectly and by iterating length units. 1.MD.A

1 **Order three objects by length using direct comparisons.** 1.MD.A.1

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.** 1.MD.A.2

a Limit contexts where the object being measured is spanned by a whole number of fewer than 5 length units with no gaps or overlaps. 1.MD.A.2.A

b Examples: “The paper is three pencils long,” “The book is 5 blocks wide.” 1.MD.A.2.B

Measurement & Data: Tell and write time. 1.MD.B

3 **Demonstrate an understanding of the terms morning, afternoon, day, and night.** 1.MD.B.3

Measurement & Data: Represent and interpret data. 1.MD.C

4 **Organize data into two categories by sorting.** 1.MD.C.4

a Answer questions about the number of data points in each category (lmit category counts to be less than or equal to 10). (EE:1.MD.C.4) 1.MD.C.4.A

Geometry: Reason with shapes and their attributes. 1.G.A

1. **Distinguish between defining attributes (e.g., the number of sides and angles) versus non-defining attributes (e.g., color, orientation, overall size) or circles, squares, rectangles, or triangles.** 1.G.A.1

2. **Compose two or more two-dimensional shapes (rectangles, squares, triangles, and half circles) to create a composite shape.** 1.G.A.2
   a. For example, join two half circles to make a circle. 1.G.A.2.A

3. **Partition circles and rectangles into two equal shares and demonstrate an understanding of "half."** 1.G.A.3