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Key			Unit 1 Strategies for Addition and Subtraction		Unit 2 Place Value and More Strategies for Addition and Subtraction		Unit 3 Place Value and Two Digit Addition and Subtraction Strategies		Unit 4 Place Value Strategies and Composite Shapes	
	Focus - Explicit Instruction and Assessment									
	Revisited and Reinforced									
	Not Addressed in the Unit									
NJSLS	**SLO**	**Units**	**1A**	**1B**	**2A**	**2B**	**3A**	**3B**	**4A**	**4B**
OPERATIONS and ALGEBRAIC THINKING										
1.OA.A.1 A. 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.	WALT represent a word problem using objects, drawings, or equations	1, 2, 3, 4	■		■		■		■	
	WALT solve addition and subtraction word problems within 10 involving	1	■							
	WALT solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	2, 3, 4			■		■		■	
1.OA.A.2 A. Represent and solve problems involving addition and subtraction. 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.	WALT solve addition word problems with three whole numbers with a sum of 20 or less using objects, drawings or equations with symbols for the unknown	2				■				
1.OA.B.3 Understand and apply properties of operations and the relationship between addition and subtraction. 3. Apply properties of operations as strategies to add and subtract.^3 *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.) {Students need not use formal terms for these properties}*	WALT apply the commutative and identity properties as strategies to add and subtract	1	■							
	WALT apply the associative, commutative and identity properties as strategies to add and subtract	2			■					
1.OA.B.4 Understand and apply properties of operations and the relationship between addition and subtraction. 4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 − 8 by finding the number that makes 10 when added to 8.*	WALT subtraction can be thought of as an addition problem with an unknown addend	2			■					
	WALT a related addition problem can be used to solve a subtraction problem	2			■					
1.OA.C.5 C. Add and subtract within 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)	WALT relate counting to addition	1	■							
	WALT relate counting to subtraction	1	■							
1.OA.C.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	WALT add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten	2			■					
	WALT add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10	2			■					
	WALT working towards accuracy and efficiency for addition and subtraction within 10, use efficient strategies to add and subtract within 20	2, 3			■		■			

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NJSLS	**SLO**	**Units**	**1A**	**1B**	**2A**	**2B**	**3A**	**3B**	**4A**	**4B**
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).	WALT add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a ten, relationships within addition and subtraction, and using easier or known facts within 10	3, 4					█		█	
	WALT add and subtract within 10 with accuracy and efficiency	4							█	
1.OA.D.7 D. 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.*	WALT an equal sign means both sides of the equal sign have the same value in an addition or subtraction equation within 10	1	█							
	WALT determine if equations involving addition and subtraction within 10 are true or false	1	█							
	WALT determine if equations involving addition and subtraction within 20	2			█					
1.OA.D.8 D. Work with addition and subtraction equations. 8. Determine the unknown whole number in an addition or subtraction equation relating to 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 = □*	WALT determine the unknown number that makes an equation involving addition or subtraction within 10 true**	1	█							
	WALT determine the missing number (in any position) that makes an equation within 20 true	2			█					
NUMBERS and OPERATIONS in BASE TEN										
1.NBT.A.1 A. 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.	WALT read numbers within 50	1	█							
	WALT write numbers within 50	1	█							
	WALT represent up to 50 objects with a written number	1	█							
	WALT count to 120	1	█							
	WALT count on from any number within 120	1	█							
	WALT read numbers up to 120	2			█					
	WALT write numbers up to 120	2			█					
	WALT represent objects with a written number in sets within 120 objects	2			█					
1.NBT.B.2.a B. 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: a. 10 can be thought of as a bundle of ten ones — called a "ten."	WALT 10 can be thought of as a bundle of ten ones called a "ten"	1	█							
1.NBT.B.2.b B. 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: b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	WALT the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones	1	█							

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	Revisited and Reinforced				
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NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
1.NBT.B.2.c B. 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: 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).	WALT in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones	2			■					
	WALT the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 one	2			■					
1.NBT.B.3 B. Understand place value. 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	WALT compare two two-digit numbers using the meanings of the tens and ones digits	2			■					
	WALT compare two numbers using the symbols <, >, and =	2			■					
1.NBT.C.4 C. 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 (e.g., base ten blocks) 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.	WALT sometimes it is necessary to compose tens when adding	3, 4					■		■	
	WALT compose tens when adding two-digit numbers, if necessary	3, 4					■		■	
	WALT when adding two-digit numbers, one adds tens and tens, ones and ones	3, 4					■		■	
	WALT 10, 20, 30, 40, 50, 60, 70, 80, and 90 are multiples of 10	3					■			
	WALT add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings	3, 4					■		■	
	WALT add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	3					■			
	WALT relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve	3, 4					■		■	
	WALT add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings	3					■			
	WALT add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	3, 4					■		■	
	WALT relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve	3, 4					■		■	
1.NBT.C.5 C. Use place value understanding and properties of operations to add and subtract. 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	WALT mentally find 10 more or 10 less than any given two-digit number, without having to count	3					■			
	WALT explain how to mentally find 10 more or 10 less than any given	3					■			
1.NBT.C.6 C. Use place value understanding and properties of operations to add and subtract.	WALT subtract multiples of 10 from multiples of 10 using concrete models or drawings (multiples of 10 less than or equal to 90)	3					■			
	WALT subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90)	3					■			

Year at a Glance: Math - Gr. 1 Student Learning Objectives Clustered by Unit

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NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
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.	WALT subtract multiples of 10 from multiples of 10 using the relationship between addition and subtraction (multiples of 10 less than or equal to 90)	3					■			
	WALT relate the strategy used to subtract multiples of 10 from multiples of 10 to a written method	3					■			
	WALT explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90)	3					■			

MEASUREMENT and DATA

NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
1.MD.A.1 A. 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.	WALT length is measured from one endpoint to another	3						■		
	WALT use a third object to compare lengths of two objects that may not	3						■		
	WALT order three objects by length	3								
1.MD.A.2 A. Measure lengths indirectly and by iterating length units. 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.	WALT the length of an object is the number of same-size length units that span it with no gaps or overlaps	3						■		
	WALT express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end	3						■		
1.MD.B.3 B. Tell and write time. 3. Tell and write time in hours and half-hours using analog and digital clocks.	WALT tell and write time to the hour using analog and digital clocks	2, 4				■				■
	WALT tell and write time to the half-hour using analog and digital clocks	4								■
1.MD.C.4 C. 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.	WALT organize and represent data with up to three categories	2				■				
	WALT interpret data with up to three categories by stating observations about the data	2				■				
	WALT ask and answer questions about the total number of data points, the number in each category, and how many more or less are in one category than in another	2				■				

GEOMETRY

NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
1.G.A.1 A. 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.	WALT distinguish between defining and non-defining attributes	4								■
	WALT build and draw shapes that have particular defining attributes	4								■

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			1A	1B	2A	2B	3A	3B	4A	4B
1.G.A.2 A. Reason with shapes and their attributes. 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.	WALT a composite shape is a shape built by combining other shapes	1, 4		🟩						🟩
	WALT compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape	1		🟩						
	WALT compose new shapes from composite shapes	1, 4		🟩						🟩
	WALT compose three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders) to create a composite shape	4								🟩
1.G.A.3 A. Reason with shapes and their attributes. 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.	WALT partition means to split a shape into smaller parts, also called shares	4								🟩
	WALT partition circles and rectangles into two equal shares and describe each share using the word "halves" or the phrase "half of"	4								🟩
	WALT partition circles and rectangles into four equal shares and describe each share using the word "fourths" or the phrase "fourth of"	4								🟩