

OREGON MATH STANDARDS

GRADE 1 MATHEMATICS



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OREGON MATH PROJECT

The Oregon Math Project (OMP) advances mathematics education in our state by cultivating a network of educators that promotes equitable math experiences for all students through guidance and the support of policies, standards, curricula, assessments, and instructional best practices. Realizing the vision of math education in Oregon includes ensuring that all students attain mathematics proficiency by having access to high-quality instruction that includes challenging and coherent content in a learning environment where each student receives the support they need to succeed in mathematics.

Please [visit the OMP website](#) to learn more about the project and opportunities to connect with this work.

CLARIFYING DOCUMENTS

The intent of clarifying statements is to provide additional guidance for educators to communicate the intent of the [2021 Oregon math standards](#) to support the future development of aligned curricular resources and assessments.

Clarifying statements can be in the form of succinct sentences or paragraphs that attend to one of four types of clarifications: (1) Student Experiences; (2) Examples; (3) Boundaries; and (4) Connection to Math Practices.

Please [use this form to provide suggestions](#) to the Oregon Math Standards and/or Guidance document.

Questions, comment, or suggestions can also be emailed to: ODE.MathProject@ode.oregon.gov

Grade 1 Overview

Critical Areas of Focus

In Grade 1, instructional time should focus on four critical areas:

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
2. Developing understanding of whole number relationships and place value, including grouping in tens and ones;
3. Developing understanding of linear measurement and measuring lengths as iterating length units; and
4. Reasoning about attributes of, and composing and decomposing geometric shapes.

Link to summary of [Grade 1 Critical Areas](#)

Students should spend the large majority¹ of their time on the major work of the grade (■), Supporting work (●) and, where appropriate, additional work (□) can engage students in the major work of the grade.

¹At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see the [K-8 major work of the grade developed by Student Achievement Partners](#)

DOMAINS AND CLUSTERS

1.OA - Algebraic Reasoning: Operations

- 1.OA.A Represent and solve problems involving addition and subtraction
- 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.
- 1.OA.C Add and subtract within 20.
- 1.OA.D Work with addition and subtraction equations

1.NBT - Numeric Reasoning: Base Ten Arithmetic

- 1.NBT.A Extend the counting sequence
- 1.NBT.B Understand place value.
- 1.NBT.C Use place value understanding and properties of operations to add and subtract.

1.GM - Geometric Reasoning and Measurement

- 1.GM.A Reason with shapes and their attributes.
- 1.GM.B Describe and compare measurable attributes
- 1.GM.C Tell and write time.

1.DR - Data Reasoning

- 1.DR.A Pose investigative questions and collect/consider data.
- 1.DR.B Analyze, represent, and interpret data

Grade 1 Math Standards (2021)

ALGEBRAIC REASONING: OPERATIONS (1.OA)

- 1.OA.A** *Represent and solve problems involving addition and subtraction.*
- 1.OA.A.1** Use addition and subtraction within 20 to solve and represent problems in authentic contexts involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- 1.OA.A.2** Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings or equations.
- 1.OA.B** *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.
- 1.OA.B.4** Understand subtraction as an unknown-addend problem.
- 1.OA.C** *Add and subtract within 20.*
- 1.OA.C.5** Relate counting to addition and subtraction.
- 1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 with accurate, efficient, and flexible strategies.
- 1.OA.D** *Work with addition and subtraction equations.*
- 1.OA.D.7** Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.
- 1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

NUMERIC REASONING: BASE TEN ARITHMETIC (1.NBT)

- 1.NBT.A** *Extend the counting sequence.*
- 1.NBT.A.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.
- 1.NBT.B** *Understand place value.*
- 1.NBT.B.2** Understand 10 as a bundle of ten ones and that the two digits of a two-digit number represent amounts of tens and ones.
- 1.NBT.B.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.NBT.C** *Use place value understanding and properties of operations to add and subtract.*
- 1.NBT.C.4** Add within 100 using concrete or visual representations 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 why sometimes it is necessary to compose a ten.
- 1.NBT.C.5** Without having to count, mentally find 10 more or 10 less than a given two-digit number and explain the reasoning used.
- 1.NBT.C.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy and model used to a written method and explain the reasoning used.

GEOMETRIC REASONING AND MEASUREMENT (1.GM)

- 1.GM.A** *Reason with shapes and their attributes.*
- 1.GM.A.1** Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and draw shapes to possess defining attributes.
- 1.GM.A.2** Compose common two-dimensional shapes or three-dimensional shapes to create a composite shape, and create additional new shapes from composite shapes.
- 1.GM.A.3** Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares.
- 1.GM.B** *Describe and compare measurable attributes.*
- 1.GM.B.4** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.GM.B.5** Express the length of an object as a whole number of non-standard length units, by laying multiple copies of a shorter object (the length unit) end to end.
- 1.GM.C** *Tell and write time.*
- 1.GM.C.6** Tell and write time in hours and half-hours using analog and digital clocks.

DATA REASONING (1.DR)

- 1.DR.A** *Pose investigative questions and collect/consider data.*
- 1.DR.A.1** Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by representing data visually.
- 1.DR.B** *Analyze, represent, and interpret data.*
- 1.DR.B.2** Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.