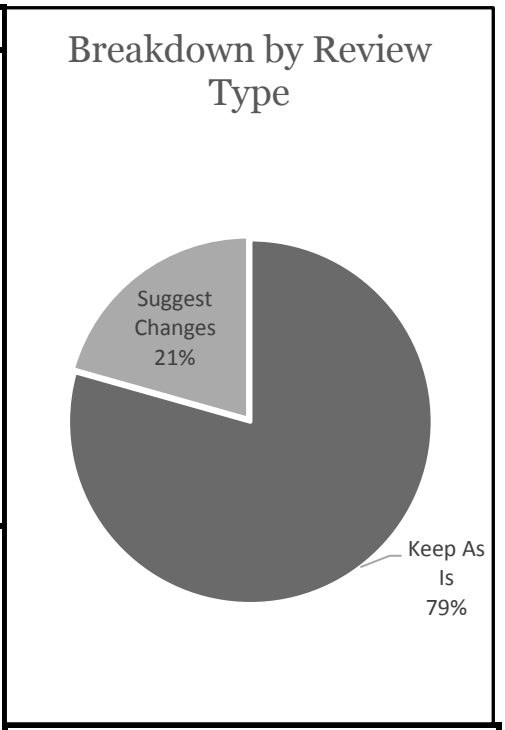
Grade 1 Math Standards Summary

Total Reviews	844		
Keep As Is	670	Educator	376
		Elected Official	0
		Institution or Higher Education Faculty	3
		K-12 Administrator	92
		Member of Organization	1
		Other	88
		Parent/Guardian	96
		Student	14
Suggest Changes	174	Educator	72
		Elected Official	0
		Institution or Higher Education Faculty	4
		K-12 Administrator	0
		Member of Organization	0
		Other	1
		Parent/Guardian	90
		Student	6



Change Suggestions	
Removed	45
Rewritten	69
Broken Up	16
Moved to a Different Level	44

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
Math.Content.1.G.A.1	28	78%	8	22%	3	1	1	3
Math.Content.1.G.A.2	26	74%	9	26%	7	0	0	2
Math.Content.1.G.A.3	29	78%	8	22%	2	3	1	2
Math.Content.1.MD.A.1	30	88%	4	12%	2	1	0	1
Math.Content.1.MD.A.2	28	82%	6	18%	4	1	0	1
Math.Content.1.MD.B.3	28	80%	7	20%	1	4	2	0
Math.Content.1.MD.C.4	28	76%	9	24%	4	3	1	1
Math.Content.1.NBT.A.1	30	81%	7	19%	0	3	1	3
Math.Content.1.NBT.B.2a	31	97%	1	3%	0	0	0	1
Math.Content.1.NBT.B.2b	31	94%	2	6%	0	2	0	0
Math.Content.1.NBT.B.2c	31	97%	1	3%	0	1	0	0
Math.Content.1.NBT.B.3	28	78%	8	22%	3	3	0	2
Math.Content.1.NBT.C.4	25	64%	14	36%	2	8	1	3
Math.Content.1.NBT.C.5	30	86%	5	14%	3	0	0	2
Math.Content.1.NBT.C.6	28	82%	6	18%	0	4	0	2
Math.Content.1.OA.A.1	33	75%	11	25%	1	7	1	2
Math.Content.1.OA.A.2	33	83%	7	18%	1	3	1	2
Math.Content.1.OA.B.3	29	71%	12	29%	1	6	1	4
Math.Content.1.OA.B.4	32	86%	5	14%	2	0	0	3
Math.Content.1.OA.C.5	33	89%	4	11%	0	3	0	1
Math.Content.1.OA.C.6	23	55%	19	45%	0	8	4	7
Math.Content.1.OA.D.7	31	78%	9	23%	2	4	2	1

Math.Content.1.OA.D.8	25	68%	12	32%	6	4	0	2

Math.Content.1.G.A.1
Please explain how you would break up the standard: 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. I think the standard should also mention distinguishing if shapes are congruent and why.
.....
Is not a fundamental skill needed in first grade.
Logical placement.
This standard is poorly written and developmentally inappropriate. A similar 2nd grade standard would be... "Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.
Math.Content.1.G.A.2
Logical placement.
This standard is poorly written, premature and inappropriate. This is a Grade 2 standard in Singapore.
Too conceptually advanced for most six year olds.
Math.Content.1.G.A.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. See GLE M.1.16 This standard is too much. too many things being tested in one. start with halves, and then move on from there. Needs to be broken up a bit more. Seem to be speeding too fast through these fundamental skills.
Please explain how you would break up the standard: 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. 1. Halves 2. Fourths 3. Quarters, half or, fourth of, and quarter of 4. Decomposing into more equal shares

TAKE OUT FOUR EQUAL SHARES: 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.
.....
Age inappropriate.
Developmentally appropriate.
Pizza math is a great tool for developing schemata for understanding fractions.
Math.Content.1.MD.A.1
A third object is not necessary to compare measurements. Eliminate the use of a third object and use traditional measurement equipment or tools (ruler, scale, etc...) to compare two objects...or nontraditional measurement tools as a thumb as about an inch, etc..
Transitive (indirect) comparison is premature and inappropriate.
Math.Content.1.MD.A.2
Express the length of an object as a whole number of length units, by laying multiple 1 inch blocks end to end to demonstrate understanding that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
First graders are perfectly capable of using rulers and it is much easier for them than trying to line up paper clips (which can potentially be disassembled and used destructively). Let them use rulers.
This is a poorly written and developmentally inappropriate standard. "Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer."
Math.Content.1.MD.B.3
Please explain how you would break up the standard: Tell and write time in hours and half-hours using analog and digital clocks. I would like to see money added to measurement in first grade.
Please explain how you would break up the standard: Tell and write time in hours and half-hours using analog and digital clocks. This does not have the terminology of half-past like it should. AND there is no where to discuss the lack of a money standard. It is incomprehensible to me that money is only a standard for second grade. There needs to be some coverage of money skills prior to second grade.
Tell and write time in hours and half-hours using analog and digital clocks. Tell time in increments to five minutes.
The standard should include AM and PM. Also, shouldn't parts of the day, (e.g., morning, afternoon, evening), days of the week, and months of the year be introduced? What about dates on a calendar?
ESSENTIAL and fun!
Math.Content.1.MD.C.4

Even if this standard is moved to the appropriate grade level it would still need to be rewritten and clarified. "Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations."
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. See GLE M.1.32 I feel that the way the standard is set/explained, there may be too much in one standard. Simplify this using the GLE.
Please explain how you would break up the standard: 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. This standard should specify the types of data (bar graph, circle graph, etc.)
Age inappropriate.
Could practice for second grade.
Math.Content.1.NBT.A.1
Count to 100 by 1s, 5s, 10s, and 25s.
Count to 100, starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.
Please explain how you would break up the standard: 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. Does this include counting backwards from 120 or from any given number in this range?
Age inappropriate.
get rid of all common core junk
Should be to 100. The wrong-headed requirement of 100 in Kindergarten forced this senseless “120” value here.
This is an important skill that leads into counting money and developing a deeper understanding of addition. Students should also be able to read and write these numerals.
Math.Content.1.NBT.B.2a
Appropriate for grade level
This could begin in kindergarten as they are learning to skip count by tens anyway.
This is important to help students develop an understanding of place value and what a numeral means.
This would need to be reworded for it to be a standard.
Math.Content.1.NBT.B.2b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.this is confusing
This standard would need to be extended to 99 in order to support Math.Content.1.NBT.B.3
First graders need to comprehend!
Once again, this is important for developing true number sense.
This is one of the few composing numbers skills that I think are age appropriate at this stage.
Math.Content.1.NBT.B.2c
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).this as well is confusing
Appropriate
This helps students understand that numbers such as 20 can be thought of as twenty or 2 tens. This develops number sense.
Math.Content.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 <. See GLE M.1.10 The CCSS expectation here may be a bit too much. A slightly simpler, more fundamental, basic skill using number lines, chart, order would be more suitable at this level.
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. Compare two tow-digit numbers based on meanings of the tens and ones digits.
Using a number line orchards, locate, compare, and order while numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers. The use of ><= is better suited in 3rd grade as seen in GLE M.3.2
Appropriate for first grade skills.
get rid of all common core
Students need to understand the meaning of the symbols and practice with these symbols will help them develop a deeper understanding of what greater than, less than and equal truly mean.
This is in conflict with Math.Content.1.NBT.B.2b You would have to extend that standard to 99 in order to meet the requirements of this standard.
Math.Content.1.NBT.C.4
Add within 100 for numbers that do not require composing a ten.Use concrete models or drawings and strategies based on place value. Explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones.
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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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. please see GLE M.1.14 Again too many strategies are embedded in this standard. this should not be tested, measured. too much written method as well here
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. Too wordy
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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Please explain how you would break up the standard: 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.
The wording should be simplified. Adding using strategies based on place value and properties of operations should not be used...Adding using manipulatives is sufficient. Relating the strategy to a written method and explaining is complex and developmentally inappropriate for first grade.
Understand that in adding two-digit numbers, we must add ones and ones and tens and tens. Pairs of numbers to be added will be limited to those which do not require repackaging. [Justification: Repackaging is not appropriate for first graders.]
A little wordy however!
Age inappropriate.
Critical for students to be fluent with addition and subtraction and to understand the number system.
get rid of all common core

PLEASE fix this! This has to be one of the worst standards ever written.... ever. This Ill-defined standard is open to multiple interpretations that send mixed signals. It is unclear what those “strategies based on place value, properties of operations, and/or the relationship between addition and subtraction” are. Further, if a “written method” (whatever it is) is known, why the need for those strategies? Finally, no reason to limit to a two-digit number and one-digit number if one truly expects understanding that in “adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.”
Math.Content.1.NBT.C.5
Age inappropriate. Expecting a child at this age to explain their answers is absurd.
Being fluent with mental arithmetic at an early age will give students confidence and increase their problem solving abilities.
Higher order thinking. Love!
If a student can explain their reasoning, then they understand.
Sets up mental math needed for multiplication.
This is assessing a strategy instead of a skill thus it should be deleted as it may not be a strategy easily understood by every child...This forces a strategy on them instead of letting them choose the most suitable strategy for their learning style.
Math.Content.1.NBT.C.6
Add and subtract 2-digit numbers using manipulatives. Using strategies based on place value and properties of operations is not needed to assess the skill...we are focused on teaching skills not strategies....many strategies should be introduced but not isolated to one and it (strategy)especially shouldn't be assessed as if the child masters the skill.
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.
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. See GLE M.1.14 Again, too many written components here. Relating the strategy to a written method? this is too much for 1st grade, and fundamental skills need to be emphasized and established.
Age inappropriate.
Building block of place value for addition and subtraction!
First graders struggle with this but are capable.
This standard is highly prescriptive and convoluted. It should be completely reworded or deleted.
Math.Content.1.OA.A.1

Analyze word problems, with values up to 20, in order to create addition and subtraction equation by utilizing key words such as, "Adding to", "Taking from", "Putting together", "Taking apart", or "Comparing". Unknowns may be found in all positions within the equation. e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles +/- 1, then 10s facts, and related turn-around (commutative) pairs] and use them to solve real life problems. Word problems as in this standard are best suitable for second grade as seen in GLE M.2.8
Please explain how you would break up the standard: Use addition within 20 to solve word problems involving situations of adding to or putting together with concrete objects, using unknowns in all positions, to represent the problem, draw the addition problem by representing the objects with symbols, and write the addition sentence to represent the drawing. Use subtraction within 20 to solve word problems involving situations of taking from or taking apart, with concrete objects with unknowns in all positions, draw the addition problem by representing the objects with symbols, and write the subtraction sentence to represent the drawing.
Use addition and subtraction within 20 (ex: 10+10 or 19+1) 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.
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
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. See GLE M.1.12 Simplify this standard with fewer strategies embedded in the teaching.
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. The standard states "unknowns in all positions" which is developmentally inappropriate for first grade and can make learning addition and subtraction confusing.
Age inappropriate.
Developmentally appropriate.
dont work

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.
It is grade level appropriate with emphasis on problem solving.
Problem solving is always important. Within 20 is perfect for the end of first grade.
Math.Content.1.OA.A.2
Please explain how you would break up the standard: 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. Objects 2. Drawings 3. Equations
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using concrete objects, drawing the objects with picture symbols, and making the equations.
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. See GLE M.1.12. Is appropriate for 1st grade, however language has been a problem in these word problems
Age inappropriate.
Developmentally appropriate.
I agree because the standard is written appropriately for grade level.
Useless
Math.Content.1.OA.B.3
Apply properties of operations as strategies to add and subtract (e.g. ...). Include examples.
Apply properties of operations as strategies to add and subtract. clarify "properties of operations as strategies"

Apply properties of operations as strategies to add and subtract. I think the applicable properties should be listed in a manner similar to addition and subtraction situations in standard 1.OA.A.1. Apply properties of operations (commutative property, associative property, identity element, the relationship between addition and subtraction) as strategies to add and subtract.
Apply properties of operations as strategies to add and subtract. See GLE M.1.12 Too many strategies embedded in the standard itself. These strategies should not be tested, but rather included in the teaching method if appropriate for the child's needs But not part of the actual standard that "must" be taught
Apply properties of operations as strategies to add and subtract. The examples used in this standard show the associative property of addition only used to make a ten. This is teaching and assessing a strategy not a skill. Making a ten should be removed from this standard as the associative property of addition should not be limited to strategy teaching.
Please explain how you would break up the standard: Apply properties of operations as strategies to add and subtract. This standard should include specific mental strategies for addition and subtraction. In Eureka math, which was state recommended, there is an overuse of drawing and the mental strategy of making a ten. While some mental strategies are taught, there is not an extended practice of them.
Already require to complete other standards
Developmentally appropriate.
go back to normal teaching
I feel that introducing properties of numbers at this point is too overwhelming and distracting when students are just learning simple addition/subtraction. I feel like whole group instruction needs to focus on basic adding/subtracting from left to right. These students are also simultaneously learning to read from left to right, they should be constantly reinforced that there is structure and order in what they do, at this early age, keeping it simple with "always go left to right" is just common sense. I feel that introducing properties of numbers would be more effective in one or two years, when simple addition and subtraction isn't a challenge in itself.
If mastered, students will have a complete understanding of addition and subtraction up to 20. Also, it lays a solid foundation for upper grade math.
Inappropriate to expect children this age to use several strategies to solve problems. Children learn different ways not the same.
Math.Content.1.OA.B.4
Again, I don't feel this is the time to overwhelm students with broad concepts, keep it simple during the introduction years, elaborate later. Teach the students to simply add/subtract from left to right until they become fluent in these skills, then elaborate on the concepts.
Connecting subtraction to addition is very important in the early grades.

Developmentally appropriate.
I think this could be tweaked into a good standard but as is it is incomplete.
Some of these standards are to confusing/unexplainable for a child of such age.
Math.Content.1.OA.C.5
Demonstrate fluency in addition facts within 20 as evidenced by drill, skills, and timed fact checks, use strategies such as a number line to count forward and counting on as a teaching tool. Demonstrate fluency in subtraction facts within 20 as evidenced by drill, skills, and timed fact checks, use strategies such as a number line to count backwards and counting back as a teaching tool.
Relate counting to addition and subtraction (e.g., by counting 2 additional numbers to add 2).
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). See GLE M.1.12 This may be a more fundamental skill needed at 1st grade level The CCSS seems to perhaps be a bit to abstract at this point. Some children will not keep up at this point (especially if the other standards focus on so many strategies that are not considered fundamental skills at this level
Developmentally appropriate.
makes no sense at all
Math.Content.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 (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). See GLE 1.14 The CCSS involves too many strategies that do not need to be embedded into this standard. There are too many strategies in teaching this. Using manipulatives is acceptable. The use of the written method and explaining the reasoning is not a fundamental skill at this level.
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). Add and Subtract within 20 Base ten can be confusing to the students. I would like to teach children basic Math.

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 = 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).
Please explain how you would break up the standard: 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). 1. Add and subtract within 20 with fluency within 10 2. Use strategies 3. Create equivalent but easier or known sums
Please explain how you would break up the standard: 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). Have one standard addressing addition within 20 and another that more throughly explains the fluency expectation.
Please explain how you would break up the standard: 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). The standard should use common terminology for the strategies as well as list strategies. For example the last strategy given is really doubles + 1 (near doubles). Not included are zero facts and adding with 10 for addition. For subtraction: zero facts (2 kinds), subtraction from 10, counting back, etc.
Please explain how you would break up the standard: Use the relationship between addition and subtraction to check accuracy of addition and subtraction facts, using strategies such as fact families. Expand the child's understanding of addition and subtraction by decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
Remove "decomposing a number leading to a ten" and "creating equivalent but easier or known sums" This is a developmentally inappropriate standard.

Age inappropriate.
Developmentally appropriate.
Don't agree with decomposing numbers at this stage, see previous comments.
Helps students understand the base 10 number system before proceeding to more difficult algorithms.
Insists on pedagogy that is appropriate for mental math but inappropriate, awkward, and constraining for written math. Instead, the standards should call on committing addition facts up to 20 to memory in this grade, like Singapore does in grade 1.
Many opponents have said that CCSS does not teacher the importance of learning math facts. This standard shows that CCSS considers fluency to be an important part of early learning along with developing an understanding of math. This standard needs to stay.
Students should not be required to master all of the addition and/or subtraction strategies. They should be allowed to choose which strategies work for their individual learning style and justify their answer/explain their thought process.
Students should not be required to master all of these strategies. They should be able to choose a strategy that is suitable for their individual learning style and explain their thought process.
teach like your suppose to
This is teaching our students long about ways to solve problems. This process will make advanced math (eg. Calculus) more difficult and time-consuming.
Math.Content.1.OA.D.7
Please explain how you would break up the standard: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Students need to FIRST understand the meaning of the equal sign including position changes. THEN, AND ONLY IF ALL STUDENTS UNDERSTAND, should the teacher move on to determining if an equation is true or false.
Please explain how you would break up the standard: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. This standard is not specific enough. Does it mean only addition or only subtraction on both sides of the equals sign? Or does it mean addition on one side and subtraction on the other side of the equals sign? Or both ways? This nuance makes a HUGE difference in the length of time needed to teach and master this skill.
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. I'm not sure if all educators truly understand the function of the equal sign to balance an equation. Many are still teaching that an equal sign signals "the answer is coming." Is there a way to add emphasis on the purpose of balancing the two sides of an equation?

Use the equal sign to express the relationship of equality. *The "For example" part of the CCSS standard is very confusing for 1st graders. At this grade level, they are still having trouble with 6=3+3. To solve " 6= 3+_ ", most students will write 9 in the blank. Adding the example "5+1=3+3" should not be included.
I've been out of the 1st grade classroom for 8 years and I taught this the whole time I was in first. This is nothing new and needs to remain.
Please don't change this standard!! Students think that the equal sign means that an answer is coming next, that they must do something. This confuses them later in their mathematical learning.
This is just a poorly written and incomplete standard. What do the authors want exactly?
Math.Content.1.OA.D.8
Determine the unknown whole number in an addition or subtraction equation in order to satisfy the equation which relates three whole numbers.
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Please clarify. There are not 3 whole numbers in an addition equation (for example). The are (often) two parts and one whole.
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. I would restrict this standard to "simple" problems. I like 8 + x = 11, I do not agree with 5 = x - 3. I don't think all students should be trying to work backwards at this stage.
I am pretty sure that this is usually a 2nd grade standard.
Age inappropriate.
Already in another standard