Grade 1 Math	
Louisiana Student Standards	**Louisiana Connectors (LC)**
Counting and Cardinality is NOT a domain in the Grade 1 Louisiana Student Standards; however, it has been added to the Louisiana Connectors to allow students to further progress in these skills.	**Counting and Cardinality: Understand the relationship between numbers and quantities.** **LC.1.CC.1a** Use a number line to count up to 31 objects by matching 1 object per number.
	Counting and Cardinality: Write numbers from 0-31 and represent a number of objects with a written numeral. **LC.1.CC.1b** Identify numerals 0-31. **LC.1.CC.1c** Identify the numeral up to 31 when presented the name. **LC.1.CC.1d** Write or select the numerals 0-31. **LC.1.CC.1e** Recognize zero as representing none or no objects.
	Counting and Cardinality: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **LC.1.CC.1f** Compare 2 sets and identify the set that is either greater than or less than the other set. **LC.1.CC.1g** Order up to 3 sets that have up to 10 objects in each set. **LC.1.CC.1h** Order up to 3 sets with up to 20 objects in each set.
	Counting and Cardinality: Compare two numbers between 0 and 31 presented as written numerals. **LC.1.CC.1i** Order up to 3 numbers up to 31. **LC.1.CC.1j** Identify the smaller or larger number given 2 numbers between 0-31.

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1.OA.A.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.	**LC.1.OA.A.1a** Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem. **LC.1.OA.A.1b** Solve word problems within 20. **LC.1.OA.A.1c** Using objects or pictures respond appropriately to "add __" and "take away ___." **LC.1.OA.A.1d** Solve one step addition and subtraction word problems where the change or result is unknown (4 + _ = 7) or (4 + 3 = __), within 20 using objects, drawings, pictures.
1.OA.A.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.	**LC.1.OA.A.2** Solve word problems that call for addition of two or three numbers whose sum is less than or equal to 20 by using objects t and drawings.
1.OA.B.3 Apply properties of operations to add and subtract. *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.)*	**LC.1.OA.B.3a** Recognize zero as an additive identity. **LC.1.OA.B.3b** Use commutative properties to solve addition problems with sums up to 20 (e.g., 3 + 8 = 11 therefore 8 + 3 = __). **LC.1.OA.B.3c** Use associative property to solve addition problems with sums up to 20.
1.OA.B.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	**LC.1.OA.B.4** Subtract within 20 by using the strategy of an unknown addend. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*
1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**LC.1.OA.C.5a** Decompose a set of up to 20 objects into a group; count the quantity in each group. **LC.1.OA.C.5b** Count 2 sets to find sums up to 20.

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1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental 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).	**LC.1.OA.C.6** Add and subtract within 20 supported by the use of manipulatives.
1.OA.D.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.*	**LC.1.OA.D.7a** Identify and apply addition and equal signs. **LC.1.OA.D.7b** Label simple equations as = or with the phrase not equal. **LC.1.OA.D.7c** Identify and apply addition, subtraction, and equal signs.
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating 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 = □.*	**LC.1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating 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 = □.*
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.	**LC.1.NBT.A.1a** Rote count up to 31. **LC.1.NBT.A.1b** Rote count up to 100.

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1.NBT.B.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." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).	**LC.1.NBT.B.2a** Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s). **LC.1.NBT.B.2b** Identify the value of the numbers in the tens and ones place within a given number up to 31.
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 <.	**LC.1.NBT.B.3** Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).
1.NBT.C.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. a. Use 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 number sentence; justify the reasoning used with a written explanation. b. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	**LC.1.NBT.C.4a** 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. **LC.1.NBT.C.4b** 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.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**LC.1.NBT.C.5** Mentally add or subtract 10 from a given two-digit number without having to count.

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1.NBT.C.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.	**LC.1.NBT.C.6** Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**LC.1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.A.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.*	**LC.1.MD.A.2a** Measure using copies of one object to measure another. **LC.1.MD.A.2b** Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object end to end. **LC.1.MD.A.2c** Compare two units of measurement and identify which unit would require more or less when measuring a selected object (e.g., I can measure with paper clips or markers, which unit will require more to measure the table?).
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	**LC.1.MD.B.3a** Use time to sequence up to three events, using a digital or analog clock. **LC.1.MD.B.3b** Tell time to the nearest ½ hour using digital clocks.

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1.MD.C.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.	**LC.1.MD.C.4a** Select questions that ask about "How many" and represent up to three categories that can be concretely represented. **LC.1.MD.C.4b** Identify 2 categories resulting from a selected question. **LC.1.MD.C.4c** Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category. **LC.1.MD.C.4d** Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories. **LC.1.MD.C.4e** Interpret a picture graph to answer questions about how many in each category. **LC.1.MD.C.4f** Select a question about three attributes that can be concretely represented. **LC.1.MD.C.4g** Identify up to three categories resulting from a selected question.
1.MD.D.5 Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)	**LC.1.MD.D.5** Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)
1.G.A.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 that possess defining attributes.	**LC.1.G.A.1** Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and 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.	**LC.1.G.A.2** Compose two- and three-dimensional shapes.

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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.	**LC.1.G.A.3** Partition circles and rectangles into 2 and 4 equal parts.