First Grade Math Portfolio Standards Options

*First grade teachers choose **one** of the standards from Operations and Algebraic Thinking and **one** of the standards from Numbers and Operations in Base Ten.*

First Grade Math	
Operations and Algebraic Thinking	**1.OA.A1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. **1.OA.B4** Understand subtraction as an unknown-addend problem. For example, to solve 10 – 8 = ___, a student can use 8 + ___ = 10. **1.OA.D8** Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?).
Numbers and Operations in Base Ten	**1.NBT.A1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20**.** **1.NBT.B.2** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones). **1.NBT.B3** Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship. **1.NBT.C4** Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. **1.NBT.C.5** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.