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| **Operations and Algebraic Thinking** | **NC Mathematics Standards** | **Mid-Year Assessment** |
| **Represent and solve problems involving addition and subtraction.** | |
| **1.OA.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. | Solve problem-situations to 12.   * *Add to/Change Unknown* * *Take from/Change Unknown* * *Compare-Difference Unknown (more and fewer)* * *Put Together/Take Apart- Addend Unknown* |
| **Understand and apply properties of operations and the relationship between addition and subtraction.** | |
| **1.OA.3** Apply properties of operations as strategies to add and subtract. | Add and subtract to 10. |
| **1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8. | Add and subtract within 12. |
| **Add and subtract within 20.** | |
| **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. | Add and subtract within 12 using multiple strategies. |
| **Work with addition and subtraction equations.** | |
| **1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. | Work with equations to 10.  Explore True/False equations to 10. |
| **Number and Operations in Base Ten** | **Extend the counting sequence.** | |
| **1.NBT.1** Count to 120, starting an any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | Count and write numbers to 80, crossing over decades. |
| **Understand place value.** | |
| **1.NBT.2** Understand that the two digits of a two digit number represent amounts of tens and ones. Understand the following 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.  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).~~ | Unitize 10 ones into a ten and understand the numbers 11-19 are composed of a ten and some more ones. |
| **1.NBT.3** 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 two-digit numbers. |
| **Geometry** | **Reason with shapes and their attributes.** | |
| **1.G.1** Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. | Distinguish trapezoids from similar shapes. |