



Grade 1

Maryland College and Career Ready Standards for Mathematics

Companion Guide

Mathematics Branch

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Purpose

PURPOSE OF COMPANION GUIDE

This document is designed to support a shared understanding of what each mathematics standard means, how it connects to other content, and how it can be authentically enacted in classrooms. It does not replace your high-quality instructional materials (HQIM) but instead works alongside them so that educators have a common interpretation of the mathematical expectations we set for students. Regardless of the HQIM in use, these documents provide clarity about the essence and intentions of the standards and illustrate how those expectations can be realized through instruction.

DOCUMENT STRUCTURE

Each domain begins with a set of cluster connections to the Numeracy Development Framework (NDF). These connections identify the ways in which individual clusters either:

- **Contribute to milestones:** The cluster builds prerequisite knowledge, skills, or ways of reasoning that *support progress toward* a milestone in the NDF, even if the milestone itself is not fully realized at this stage.
- **Directly contribute to milestones:** The cluster includes content and practices that are *explicitly named within* an NDF milestone, meaning student proficiency with this cluster demonstrates attainment of that milestone.

For each standard, the companion document provides:

- **Content Progression:** A description of the content that comes before and after that standard to highlight how it fits within a coherent learning trajectory.
- **Examples and Clarifications:** Explanations and expansions of the standard language that provide additional detail about its intent. These may include illustrative examples, as well as common missteps to avoid that can narrow or distort the mathematical authenticity of the standard.
- **Student Opportunities for Mathematical Experience:** Statements describing the kinds of reasoning, modeling, problem solving, and sense-making students should have the chance to engage in as part of learning the content of the standard. Where relevant, these are connected to the Standards for Mathematical Practice (SMPs). Not every SMP is explicitly called out, but all can be present in any standard depending on how instruction is designed. What is included are non-exhaustive examples. Within this section, additional features include:
 - For standards that directly represent a key milestone in the NDF, a bolded statement reminds educators that students need multiple opportunities and varied ways to demonstrate proficiency with the concept(s).
 - Opportunities to connect with financial literacy are flagged with a **\$** symbol. These indicators point to natural entry points for integration, but they should not limit educators from making additional meaningful connections to financial literacy where appropriate.

Standards for Mathematical Practice

“The Standards for Mathematical Practice (SMPs) describe varieties of expertise that mathematics educators at all levels should seek to develop in their students” ([Common Core State Standards Initiative](#)). The SMPs develop along a continuum as students progress mathematically, with each grade’s content providing distinct opportunities for students to engage in and demonstrate the practices at an appropriate level of sophistication.

The SMPs should be integrated with content and not taught separately. As students participate in these practices on a regular basis, they become part of the mathematically productive habits of mind that support deep understanding. Intentionally incorporating opportunities to develop the SMPs enhances instruction and enriches students’ mathematical engagement. Students who learn to use these eight mathematical practices as they engage with mathematical concepts and skills have a greater chance of developing conceptual understanding (Van de Walle, et al, 2014).

The table below highlights opportunities to develop the SMPs in general across the given grade band, while the companion guides for individual standards provide more specific connections to the content of each grade. Educators should utilize this resource to assist in planning for opportunities when the SMPs can be emphasized in daily instructional practice. To facilitate the incorporation of SMPs within instruction, notations have been made in the Companion Guide to indicate when a specific SMP may be applicable for a particular standard. These examples should not limit educators from making additional meaningful connections to SMPs where appropriate.

Standard for Mathematical Practice	What does it look like for students in PreK – Grade 2?	How can PreK – Grade 2 teachers support this practice?
Make sense of problems and persevere in solving them (SMP 1)	Students make sense of familiar situations (e.g., sharing items, organizing objects, or comparing lengths or counts) and use physical objects, fingers, drawings, or movement to explore and respond to the situation. They try different approaches (e.g., recounting or re-building) and, when something doesn’t work or seems “off,” they adjust their thinking. They begin to articulate what the situation is calling for (“We need enough cookies for everyone”). Through this exploration, they develop early confidence, persistence, and curiosity as mathematical thinkers.	Teachers use classroom routines (e.g., lining up, snack distribution, comparing sizes) and play-based experiences to ground problem situations in students’ everyday activity. They encourage students to try different approaches rather than providing answers quickly. Through purposeful questioning (e.g., “What could you try next?” or “What happens if you try it a different way?”) and by valuing effort and persistence, teachers support students in using objects, drawings, or marks as tools to help them keep working when a situation is challenging.

Standard for Mathematical Practice	What does it look like for students in PreK – Grade 2?	How can PreK – Grade 2 teachers support this practice?
Reason abstractly and quantitatively (SMP 2)	Students connect numbers to meaningful situations (e.g., how many objects, how long something is) and talk about what those quantities represent (“5 means five blocks”). When amounts change, they express how the situation changes (“If I take one away, now there are 4”). They begin to recognize that numbers and representations can stand for real things and support understanding, not just counting or writing digits.	Teachers prompt students to explain what quantities represent (“5 what?”) and use activities that link actions (e.g., counting, grouping, comparing) with recorded representations such as drawings or numerals. They reinforce that representing quantities helps make sense of a situation, and encourage gradual movement from concrete experiences toward early mathematical notation.
Construct viable arguments and critique the reasoning of others (SMP 3)	Students explain their thinking using everyday language, objects, drawings, or gestures (e.g., “I used 4 blocks because 4 people need one each”). They listen to others’ ideas and notice similarities or differences in approaches (“I counted, but you matched them one by one”). Through these exchanges, students begin to realize that sharing and comparing ideas helps them make sense of situations, and that a problem can be approached in more than one way.	Teachers invite students to share how they approached a situation (“Show me how you figured it out”) and create opportunities for students to listen to and respond to peers’ ideas. They model curiosity about reasoning (“How did you think of that?”) and facilitate brief exchanges between students to emphasize that explaining and comparing ideas is part of learning mathematics, not just about determining who got the answer right.
Model with mathematics (SMP 4)	Students begin by noticing things they are curious about (“How many?”, “Which one is more?”, “How far?”) They use drawings, objects, gestures, or simple diagrams to show what is happening in the situation. They use their representations to think about the situation (combining, separating, comparing) and revise their representation when they see it no longer matches. Early modeling is an emergent cycle of show → think → adjust.	Teachers provide situations that invite representation and prompt students to connect their drawings or objects to the story or context. They encourage noticing questions that can be answered with mathematics and support small revisions (“Does your picture still show what’s happening?”). Modeling stays informal and helps students connect experiences to early mathematical ideas.

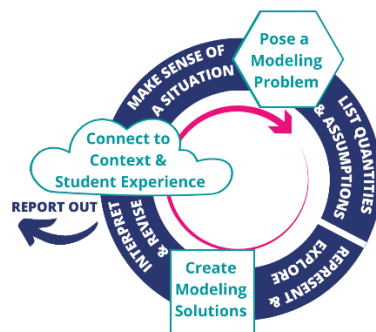
Standard for Mathematical Practice	What does it look like for students in PreK – Grade 2?	How can PreK – Grade 2 teachers support this practice?
Use appropriate tools strategically (SMP 5)	Students explore and use tools such as counters, cubes, drawings, number lines, or digital tools to help them solve problems and represent their thinking. They begin to notice which tools help them see or compare quantities (“I used counters to see which is more.”). Students might switch tools when another one better supports their understanding as they experiment with ways to show their ideas.	Teachers provide accessible tools and encourage students to choose what helps them make sense of a situation. They prompt reflection (“How did this help you show your idea?”), demonstrate flexible tool use, and gently guide students toward tools that clarify (not complicate) their reasoning. Tool use remains exploratory and grounded in sense-making.
Attend to precision (SMP 6)	Students begin to express their ideas clearly using everyday words, gestures, drawings, or informal mathematical language (“I have 5 because I counted 5”). When representing data (e.g., tallies or picture graphs), they aim to make their counts, marks, or drawings clear and accurate. They use tools or representations carefully so their ideas are shown clearly and revise their work when they notice it is unclear or incorrect.	Teachers model clear mathematical communication (“I counted 3 here and 2 here, so I have 5”) and help students use consistent and accurate language (e.g., “more,” “less,” “total”). They support students in checking their work, refining drawings or tallies, and using representations that can be interpreted consistently. Precision is nurtured through attention to clarity and accuracy, without overemphasis on formality.
Look for and make use of structure (SMP 7)	Students notice structures in numbers and operations, such as part-whole relationships, “making tens,” doubles, and combinations that show how numbers can be decomposed and recomposed (e.g., seeing 8 as “5 and 3” or “4 and 4”). They begin to recognize structure in join and separate situations (“I had 4 and got 3 more”) and use this understanding to reason about addition and subtraction. Students also see structure in shapes and spatial arrangements and use these observations to make sense of mathematical ideas.	Teachers highlight part-whole relationships, combinations of numbers, and visual structures (ten frames, dot patterns, connecting cubes) that reveal how operations work conceptually. They prompt students to explore how numbers are composed and decomposed (“How could you make this number in different ways?”), and they design experiences where noticing numerical or spatial structure supports reasoning. Teachers emphasize seeing structure over memorizing procedures.

Standard for Mathematical Practice	What does it look like for students in PreK – Grade 2?	How can PreK – Grade 2 teachers support this practice?
Look for and express regularity in repeated reasoning (SMP 8)	Students notice when the same mathematical action leads to a predictable result. For example, they recognize that adding 1 moves them to the next number in the count sequence and that taking away 1 moves them back one step. They notice repeating outcomes when they build equal groups or measure using the same-size objects (“Each block I add makes it taller by the same amount, so I know what the next height will be”). Students begin using these regularities to predict what comes next, check their thinking, or choose an efficient approach.	Teachers draw attention to predictable changes that occur during counting, adding on, taking away, skip-counting, and measuring using same-size objects. They ask questions such as, “ <i>What happens to the number each time we add five?</i> ” and encourage students to use these predictable changes to anticipate results, select a strategy, or verify whether their answer makes sense. This supports students in noticing regularity across repeated actions.

Modeling

Mathematical modeling is a process for using mathematics to make sense of situations drawn from the real world, other disciplines, or meaningful classroom contexts. Through modeling, students pose questions, identify relevant information and assumptions, represent relationships mathematically, and analyze and interpret results in relation to the original situation. Modeling supports deep understanding of mathematical concepts while strengthening reasoning, problem-solving, and communication skills.

In the classroom, modeling helps students see mathematics as useful, connected, and purposeful. It encourages students to make decisions about tools and representations, explain and justify their thinking, and evaluate whether results make sense in context. As such, modeling is a core component of a comprehensive mathematics education and supports students' ability to use mathematics thoughtfully in academic, civic, and everyday settings.



Although the modeling evidence statements (M.1–M.6) are not formally assessed in PreK–Grade 2, early mathematics instruction should intentionally include experiences that build modeling-related skills and lay the foundation for more formal modeling in later grades.

Within this Companion Guide, connections between modeling and specific content standards are highlighted as entry points for integration. These examples are not exhaustive, and educators are encouraged to identify additional opportunities for modeling whenever meaningful contexts or rich mathematical situations arise.

Modeling Evidence Statements	What does this look like for students in PreK-Grade 2?
M.1 Formulate a question about a particular context that can be answered using mathematics.	Students begin modeling by noticing situations and wondering about questions that can be answered using mathematics. Questions focus on quantities in familiar or imaginable contexts and often involve how many, how much, how long, or which has more or less. For example, “There are some cookies on a plate and some were eaten” allows students to ask questions such as, “How many cookies were eaten?”, “How many are left?”, or “How many were on the plate at the beginning?”
M.2 Determine the information needed and what assumptions must be made to answer a mathematical question about a context.	Given a mathematical question about a familiar context, students identify the information needed to answer the question. This includes deciding which quantities matter in the situation and what is already known or needs to be found. Students also make assumptions based on the context. For example, if the context is “There are some cookies on a plate and someone ate some,” and the question is “How many cookies are left?”, students must determine that they need to know how many cookies were on the plate at the start and how many were eaten, and assume no other cookies were added or removed.
M.3 Represent a context mathematically by selecting and applying appropriate concepts, tools, and representations to define variables, model relationships, and/or identify constraints.	Given a familiar context, students represent quantities and relationships by acting it out or using objects, drawings, tallies, number paths, or simple diagrams. For example, to represent the context “There are some cookies on a plate and someone ate some,” students might draw the cookies and cross out how many were eaten, use counters to act out the situation, or show the change on a number path to represent how the quantities are related.
M.4 Use a mathematical model to perform computations, make predictions, or answer the question posed about a context.	Given a mathematical model of a familiar context, students use the model to find an answer to the question posed. Students may count, combine, separate, or compare quantities using their representation to determine an outcome connected to the situation. For example, after drawing or modeling the cookies in the situation “There are some cookies on a plate and someone ate some,” students can use their representation to count how many cookies remain on the plate.

Modeling Evidence Statements	What does this look like for students in PreK-Grade 2?
M.5 Interpret the results or conclusions of a mathematical model in terms of the original context.	Given a conclusion from a mathematical model, students interpret what the result means for the original situation. This involves connecting the numerical result back to the context and explaining it using everyday language. For example, after determining that 5 cookies remain, students explain that “There are 5 cookies left on the plate,” connecting the number to what is happening in the situation.
M.6 Critique the validity of a mathematical model and its conclusions. Revise assumptions, representations, or mathematical approaches based on the context, new understanding, or additional information.	Given a mathematical model and its conclusion, students consider whether the model and answer make sense for the situation. This may involve noticing mismatches between the model and the context or recognizing when information is missing or misunderstood. For example, if a student shows that all the cookies were eaten but the story says some cookies remain, the student can revise the drawing or model so it better matches what happened in the situation.

Reasoning

Reasoning is the process of manipulating and analyzing objects, representations, diagrams, symbols, or statements to draw conclusions based on evidence or assumptions. Developing students’ capabilities with reasoning and sense making should be the primary goal of mathematics instruction (Battista, et al, 2016). Students who can make sense of mathematical ideas and truly understand them can make use of reasoning skills in new and unfamiliar problem-solving situations. Reasoning and sense-making are inherently satisfying experiences, meaning students who can make sense of the mathematics they are learning are more likely to stay engaged and feel successful.

Although the reasoning evidence statements (R.1–R.4) are not formally assessed in PreK–Grade 2, it is important for students in these early years to engage in classroom experiences that nurture mathematical reasoning. Young learners benefit from opportunities to use visual and symbolic representations, explore patterns and relationships in meaningful contexts, and explain or communicate their thinking. Formulating explanations and communicating reasoning helps children begin to justify their ideas, recognize errors in their own and others’ reasoning, and develop logical thinking. By embedding reasoning into early math instruction, educators lay a strong foundation for future success in problem solving and mathematical communication.

Opportunities to connect reasoning with content standards are identified within the Companion Guide. These opportunities are entry points for integration, but they should not limit educators from making additional meaningful connections to reasoning where appropriate.

Reasoning Evidence Statements	What does this look like for students in PreK-Grade 2?
R.1 Use visual, symbolic, or contextual representations to explain mathematical ideas.	Students explain mathematical ideas by showing and talking through their thinking using concrete or familiar representations. Their reasoning is often communicated by pointing, grouping, labeling, or using simple words to explain how quantities or relationships are related. For example, when explaining how they know there are 10 dots, a student circles groups of 5 in a dot picture and explains that “5 and 5 make 10,” or uses a number path to show how counting by fives lands on 10.

Reasoning Evidence Statements	What does this look like for students in PreK-Grade 2?
R.2 Identify and critique errors in reasoning, misapplied procedures, or invalid assumptions, and provide a mathematically valid alternative.	Students critique reasoning by noticing when an explanation does not match what they see, count, or know and explaining the mismatch using concrete evidence. Reasoning at this level often involves recounting, comparing quantities, or pointing to specific features of a representation to explain what needs to be corrected. For example, if a student explains that two groups have the same number because they “look the same,” another student may count the objects in each group and explain that one group has more and revise the conclusion based on that reasoning.
R.3 Construct coherent chains of reasoning that connect mathematical properties, ideas, and evidence, such as examples or counterexamples, to support or refute mathematical statements or claims.	Students support a mathematical idea by connecting pieces of thinking in a clear order, such as counting, comparing, and explaining how one idea leads to another. Their reasoning links evidence to a claim so that others can follow how the student knows the idea is true. For example, to explain why a group has more than 6 cubes, a student says, “I counted 7 cubes. When counting, 7 comes after 6, so there are more than 6 cubes.”
R.4 Identify and extend patterns or regularities to form general rules and justify their validity using mathematical reasoning.	Students notice patterns or repeated changes and use those observations to explain what will happen next or how something works. Their reasoning focuses on identifying what stays the same and using repeated examples to justify why the pattern continues. For example, when skip counting by 2s, a student explains, “It goes 2, 4, 6. Each number is 2 more than the last one, so the next number will be 8.”

Numeracy Development Framework

Grade 1 marks an important transition as students move beyond the foundations of Kindergarten toward a fuller understanding of place value, arithmetic, and mathematical structure. In this year, **Number & Operation Sense** expands from working with numbers through 20 to reasoning flexibly about numbers within 100. Students learn to read, write, compose, and compare numbers and develop an understanding of the base-ten system as they use benchmark numbers such as 0, 50, and 100 to make sense of quantities. At the same time, they begin working towards mastery of addition and subtraction within 20. They explore and compare strategies that highlight the relationships among numbers. Work with partitioning shapes into halves and fourths also extends whole-part reasoning, which connects arithmetic to early ideas of fractions.

A central leap in **Algebraic Thinking** is students' recognition of the equal sign as a symbol of balance rather than simply "the answer" or an operation. Through representing and solving one-step problems with unknowns, they begin to see arithmetic as a structured system of relationships rather than a set of procedures.

In **Geometric Reasoning & Measurement**, students explore shapes by their attributes, compose and decompose figures into new structures, and compare lengths using both direct and indirect methods. Measuring with non-standard units helps students grasp that a quantity can be covered or spanned by a set of equal units. This early insight builds the foundation for understanding that standard units work the same way, but with consistent and universally agreed-upon sizes.

Finally, early **Data Reasoning** takes root as students pose questions, collect and organize categorical data, and interpret their findings in tally charts. These experiences foster the habits of noticing patterns and making sense of information that will expand into more formal data representations in later grades.

Grade 1 milestones strengthen the bridge from Kindergarten foundations to the growing complexity of arithmetic and reasoning that follows. This companion document highlights how the Numeracy Development Framework connects these milestones to the Grade 1 standards and points to the ideas most critical for students' continued growth.

Number and Operation Sense (NOS)

Number and Operation Sense (NOS) Clusters	Connections to the Numeracy Development Framework
1.NOS.A Extend the count sequence.	Standards within this cluster directly contribute* to the Grade 1 Number and Operation Sense milestones within the Numbers & Number Sets strand of the Numeracy Development Framework.
1.NOS.B Understand place value and representations of numbers.	Standards within this cluster directly contribute* to the Grade 1 Number and Operation Sense milestones within the Numbers & Number Sets and Estimation strands of the Numeracy Development Framework.
1.NOS.C Understand and apply properties of operations and the relationship between addition and subtraction.	Standards within this cluster contribute** to the Grade 1 Number and Operation Sense milestones within the Operations strand of the Numeracy Development Framework.
1.NOS.D Add and subtract within 20.	Standards within this cluster directly contribute* to the Grade 1 Number and Operation Sense milestones within the Operations strand of the Numeracy Development Framework.
1.NOS.E Use place value understanding and properties to add and subtract.	Standards within this cluster directly contribute* to the Grade 1 Number and Operation Sense milestones within the Operations strand of the Numeracy Development Framework.
1.NOS.F Understand equal parts of a whole.	Standards within this cluster directly contribute* to the Grade 1 Number and Operation Sense milestones within the Fractions & Decimals strand of the Numeracy Development Framework.

***Directly contribute to milestones:** The cluster includes content and practices that are *explicitly named within* an NDF milestone, meaning student proficiency with this cluster demonstrates attainment of that milestone.

****Contribute to milestones:** The cluster builds prerequisite knowledge, skills, or ways of reasoning that *support progress toward* a milestone in the NDF, even if the milestone itself is not fully realized at this stage.

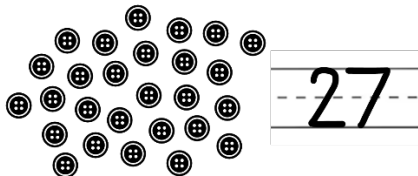
1.NOS.A EXTEND THE COUNT SEQUENCE.**1.NOS.A.1: Count forward and backward within 120.**

- a. Count forward and backwards by ones starting with any number.**
- b. Skip count forward and backwards by tens.**

Content Progression	Examples and Clarifications	Students should have the opportunity to...																																								
Where are students coming from? - Count forward by ones and tens and from any given number within 100 and backward from any given number within 20 (K.NOS.A.1, K.NOS.A.2, K.NOS.A.3). Where are students going? - Count forward and backward from any given number within 1000 (2.NOS.A.2).	- Students begin counting from numbers other than 1. For example, a student may start counting at 82 and continue 82, 83, 84, 85... and so on. Avoid only asking students to start counting from 0 or from multiples of ten. - To count backwards is to count in reverse order from a given number. A student may begin at 53 and count back 53, 52, 51, 50, 49 and so on. Students should be able to begin at any number from 0 to 120 and count back by ones towards 0. - Hundreds charts (shown below), number lines, and manipulatives support students in visualizing the count sequence and making connections to the meaning of and relationship between numbers. <table><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>101</td><td>102</td><td>103</td><td>104</td><td>105</td><td>106</td><td>107</td><td>108</td><td>109</td><td>110</td></tr></table> - When counting by tens, create groups of physical objects in groups of ten (e.g., using bundles of straws, connecting cubes, etc.) to support counting.	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	- Count forward and backward regularly as part of daily routines. - Use a variety of visuals (hundreds charts, number lines, and manipulatives) to support counting. Students may begin to make decisions about what tools to use (SMP 5). - Engage in focused practice with decade numbers, as these are often more challenging for students. For example, if given 79, the student can identify that 80 is next in the counting sequence. - Incorporate movement (e.g., clap, stomp, jump) when counting. - Read books and play games that provide practice with counting. - Recognize and explain the patterns within the count sequence (SMP 7). - Use pennies when counting by ones and use dimes when counting by tens to make connections to values of coins (1.GR.C.6). \$
71	72	73	74	75	76	77	78	79	80																																	
81	82	83	84	85	86	87	88	89	90																																	
91	92	93	94	95	96	97	98	99	100																																	
101	102	103	104	105	106	107	108	109	110																																	

Previously 1.NBT.A.1

1.NOS.A.2: Read, write numerals, and represent a number of objects with a written numeral within 120.

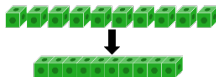
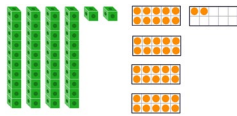
Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Write numbers from 0 to 20 (K.NOS.A.4). - Represent a number of objects with a written numeral within 20 (K.NOS.A.5). Where are students going? - Read and write numbers within 1000 using base-ten numerals, number names, and expanded form (2.NOS.A.3).	- Students count a set of objects and represent the total number of objects by selecting a number card or by writing the correct numeral.  - Present sets in a variety of ways, including linear, circular, and scattered arrangements. - Understanding that “0” means no objects is a key concept for building number sense. It is important that students practice representing all numerals 0 – 120. - Connect the number of objects in a group to the written numeral in authentic contexts (e.g., books on a shelf).  - Counting should be connected to objects or visuals, so students understand the purpose and meaning of numbers within the count sequence. Avoid focusing solely on rote recitation of number sequences.	- Continue to develop fine motor skills through activities such as tracing in sand, using finger paint, and writing with pencils on paper. - Use various organizational strategies to accurately count larger sets, including organizing objects in a row, counting objects from left to right, touching or moving one object at a time while counting, or making groups of ten (SMP 6, SMP 7). These strategies should be modeled for students. Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Numbers & Number Sets strand of the Numeracy Development Framework.

Previously 1.NBT.A.1

1.NOS.B UNDERSTAND PLACE VALUE AND REPRESENTATIONS OF NUMBERS.

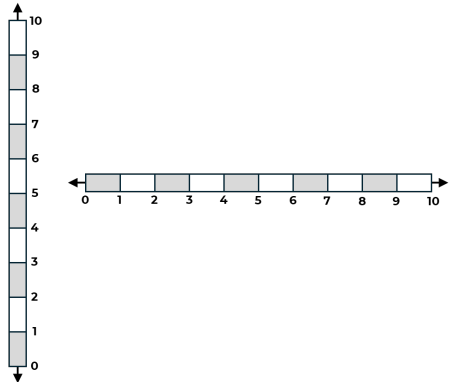
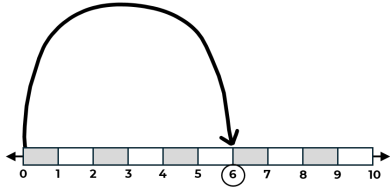
1.NOS.B.3: Extend understanding of 10 as a group, collection, or bundle of ten ones, called a “ten,” to compose and decompose two-digit numbers.

- Compose and decompose two-digit numbers into tens and ones using objects or drawings, and equations (e.g., $10 + 4 = 14$; $38 = 30 + 8$).
- Describe a given number as the correct number of tens and ones (e.g., 14 is one ten and four ones; 38 is three tens and eight ones).
- Compose and decompose two-digit numbers in more than one way (e.g. $46 = 41 + 5$ or $46 = 23 + 23$).

Content Progression	Examples and Clarifications	Students should have the opportunity to...				
Where are students coming from? - Use understanding of 10 as a group of ten ones to compose and decompose numbers (K.NOS.C.9). Where are students going? - Use understanding of 100 as a group of ten tens to compose and decompose numbers (2.NOS.A.1).	- To compose a number means to put numbers together, and to decompose a number is to break apart the number into parts. - Use manipulatives to demonstrate 10 as a group of ten ones, called a “ten.”  - Develop the understanding that the two digits of a two-digit number represent the number of tens and ones. The numbers, 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, seven, eight, or nine tens (and 0 ones). - Using manipulatives and ten frames helps students connect the meaning of each digit by visually representing the tens and ones. For example, the connecting cubes and ten frames show that 42 is made up of 4 tens and 2 ones, reinforcing the structure of place value.  - Compose and decompose numbers in a variety of ways, not just into tens and ones. For example, 46 can be thought of as 41 + 5, which is especially useful when adding 46 + 5. Avoid limiting instruction to only decompositions of tens and ones.	- Explore composing and decomposing numbers in a variety of ways (including by tens and ones but also in other ways). Students may begin by using objects, manipulatives, and ten frames to compose and decompose numbers. As students become more proficient, they may transition to using pictures and/or equations. - Represent and record compositions and decompositions in a variety of ways. For example, a student may represent 42 using visual models (shown to the left), verbal/written statements (4 tens and 2 ones is 42), place value charts (shown below), and equations (40 + 2 = 42 or 21 + 21 = 42). <table border="1" data-bbox="1461 964 1701 1078"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>4</td><td>2</td></tr></tbody></table> - Explain the meaning of the digits in a two-digit number, recognizing the value. For example, a student may explain that “the 4 in 42 represents 4 tens or 40, not 4” (SMP 2). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Numbers & Number Sets strand of the Numeracy Development Framework.	Tens	Ones	4	2
Tens	Ones					
4	2					

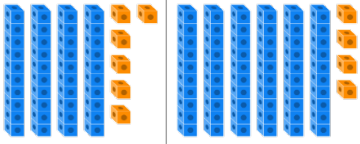
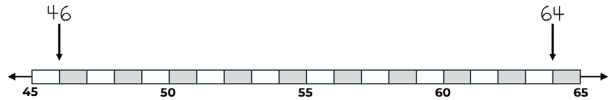
Previously 1.NBT.B.2

1.NOS.B.4: Represent whole numbers as lengths from 0 on a number line (horizontal and vertical) with equally spaced points corresponding to whole numbers.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Use number paths to count, compare, add and subtract (K.NOS.A, K.NOS.C.10, K.AT.A.1). Where are students going? - Use number lines to compare, estimate, and represent sums and differences (2.NOS.A.4, 2.NOS.A.5, 2.NOS.C.7).	- As students transition from number paths (used in Kindergarten) to using number lines, it is important that students recognize that number line represents units of length.  - Emphasize the space from 0 to a given number and not just the tick mark for the given number. For example, emphasize the space from 0 to 6 when representing 6 on a number line as shown in the example below.  - Present horizontal and vertical number lines to support students in flexibly using number lines as a tool. - Connect numbers represented on a number lines to authentic contexts (e.g., measurement).	- Make connections to number paths and number lines. - Engage with physical number lines. For example, students may move along a large number line taped to the classroom floor or move an object along a large number line on classroom wall. - Use unit tiles to create their own number lines to emphasize equal lengths (SMP 6). Model and discuss precision when creating number lines. - Use number lines to interpret and describe quantities, recognizing that numbers can represent distances from zero and from each other (SMP 2). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Numbers & Number Sets strand of the Numeracy Development Framework.

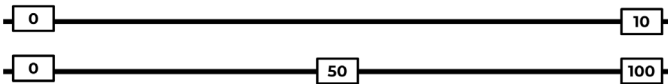
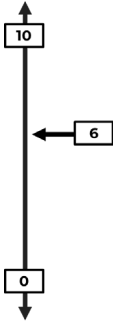
Previously 2.MD.B.6

1.NOS.B.5: Compare two numbers within 100 by reasoning about values of tens and ones digits and the location of the numbers on a number line. Record the results of comparisons with the symbols $>$, $=$, and $<$.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Compare two quantities within 20 (K.NOS.C.10). Where are students going? - Compare two numbers within 1000 (2.NOS.A.6).	- To compare using reasoning about values of tens and ones digits, a student may identify the value of each digit, then compare the value of tens digits and then value of ones digit, if needed. For example, to compare 46 and 64, a student may say "46 has 4 tens and 64 has 6 tens so 64 is greater because 6 tens or 60 is greater than 4 tens or 40."  - To compare using a number line, a student may locate each number on a number line and consider the numbers' relationship to 0 or to each other. For example, a student may recognize that 46 is farther to the left on the number line so it is closer to 0 meaning it is less than 64.  - Ask a variety of questions when asking students to compare. Avoid only asking "Which is more?" questions. Students are often less familiar with the concept of "less", so they need experience with these types of questions. - Connect the comparison to the value of and relationship between quantities. Avoid using "tricks" (e.g., alligator symbols) without connecting to the meaning of comparison. - Present comparisons in authentic contexts (e.g., measurement, money amounts, etc.).	- Use a variety of representations and strategies to compare numbers. - Explain their thinking and prove why their comparisons are accurate using mathematical language (SMP 3). Students should be encouraged to use a visual representation to explain their thinking. - Identify and critique errors in reasoning. For example, if student A says that 58 is greater than 71, student B recognizes the error and can explain why that is incorrect (SMP 3). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Numbers & Number Sets strand of the Numeracy Development Framework.

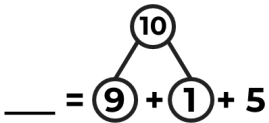
Previously 1.NBT.B.3

1.NOS.B.6: Estimate the location of numbers on a number line by reasoning about their relationship to benchmark numbers (e.g. 10, 50, 100).

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Use objects, number paths, or written numerals to compare quantities, (K.NOS.C.10). Number paths are used as a Where are students going? - Estimate quantities by reasoning about location on number line and relationship to benchmark numbers (2.NOS.A.5).	- As students transition from number paths (visual model used in Kindergarten to support students' development of K.NOS concepts) to using number lines, it is important that students recognize that number line represents units of length. - Benchmark numbers are familiar reference points. Often, benchmark numbers are multiples of 10. - Students may begin using partitioned number lines but should transition to using open number lines to encourage estimation and flexibility. Open number lines may be blank or partially labeled but should not have all numbers in the sequence labeled. Partitioned  Open  - Present horizontal and vertical number lines to support students in flexibly using number lines as a tool.	- Make connections to number paths and number lines. - Engage with physical number lines. Students may estimate location of given number on a number line taped to the classroom floor or large number line on classroom wall. For example, students may locate the location of 6 on physical number lines like those shown below.  - Discuss the reasonableness of estimations. - Construct coherent chains of reasoning to explain how they estimated the location of a given number. For example, a student may explain that they placed 6 near the middle of the number line because 5 is halfway between 5 and 10 and 6 is close to 5 (SMP 3).  Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Estimation strand of the Numeracy Development Framework.

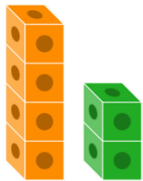
Adopted 2025

1.NOS.C UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION.**1.NOS.C.7: Apply the Commutative Property of Addition and Associative Property of Addition as a strategy to add.**

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Solve addition and subtraction problems within 10 (K.A.T.A.1). Where are students going? - Use properties of operations to add and subtract (2.NOS.C.8 and 2.NOS.C.9).	- The Commutative Property of Addition says that you can add addends in any order without changing the sum, $a + b = b + a$. For example, if $8 + 4 = 12$ is known, then $4 + 8 = 12$ is also known. - The Associative Property of Addition says that you can group addends in different ways without changing the sum, $(a + b) + c = a + (b + c)$. For example, to add $3 + 6 + 4$, a student may recognize the second two numbers can be added to make a ten, so $3 + 6 + 4 = 3 + 10$, which equals 13. Another student may know that $3 + 6 = 9$ so $3 + 6 + 4 = 9 + 4$, which also equals 13. - While students are not expected to use formal terms for these properties, the formal terms should be modeled for students. Avoid using alternative names (e.g., flip flop property). - Students may begin to recognize that subtraction is not commutative. Use familiar context to discuss why subtraction is not commutative. Avoid making statements such as “greater numbers cannot be subtracted from lesser numbers,” as this may lead to misconceptions in later grades, when students begin working with negative numbers. - Use equations that include two or three addends and with equal sign in varying positions (e.g., $1 + 1 + 1 = 3$, $3 = 1 + 2$, etc.).	- Use concrete and visual models to explore and make sense of commutative and associative properties. Students may use physical objects and manipulatives or create visual models such as number bonds or ten frames when applying the properties to add. For example, a student may use a number bond to represent how they are applying the Associative Property of Addition to group addends.  - Analyze an addition table to explore commutativity. - Connect the Commutative Property of Addition to strategies for adding and subtracting. For example, when adding $4 + 14$, a student may recognize that they may begin at 14 and count on 4 to find the sum. - Connect the Associative Property of Addition to strategies for adding and subtracting. For example, when adding $8 + 13$, a student may recognize that 13 can be decomposed into $2 + 11$, allowing the student to solve $8 + 2 + 11$.

Previously 1.OA.B.3

1.NOS.C.8: Use the inverse relationship between addition and subtraction to subtract.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Solve addition and subtraction problems in context within 10 (K.A.T.A.1). Where are students going? - Use the relationship between addition and subtraction to add and subtract within 1,000. (2.NOS.C.10).	- Subtraction problems can be thought of as unknown addend problems. For example, subtract $9 - 7$ by finding the number that makes 9 when added to 7. - Connect the inverse relationship to the part-part-whole relationship. Avoid solely using fact families to develop students understanding of the inverse relationship. $\text{part} + \text{part} = \text{whole}$ $\text{whole} - \text{part} = \text{part}$ - Present <i>Add To</i>, <i>Change Unknown</i> situation types as the context for relating addition to subtraction. For more information about situation types, refer to Addition and Subtraction Situations by Grade Level. - Use equations that include two or three addends and with equal sign in varying positions (e.g., $1 + 1 + 1 = 3$, $3 = 1 + 2$, etc.).	- Develop their understanding of addition and subtraction as inverse operations through analysis of concrete and visual models. For example, a student may recognize that the same model can be used to solve the problems $4 + 2$ and $6 - 2$, helping them to recognize the relationship between addition and subtraction.  - Write an addition equation that represents a problem situation and then reason to see that a subtraction equation can also be used to solve for the unknown (SMP 2).

Previously 1.OA.B.4

1.NOS.D ADD AND SUBTRACT WITHIN 20.**1.NOS.D.9: Recall or quickly derive addition and subtraction facts within 20.**

- a. Use the count on and count back strategies to add and subtract (e.g., $4 + 1$, $7 - 2$, etc.).
- b. Use the make ten strategy to add and subtract with combinations of 10 (e.g., $7 + 3$, $6 + 4$, $10 - 3$, $10 - 6$, etc.).
- c. Use the ten more and ten less strategies to add and subtract (including those with a difference of 10).
- d. Use the doubles to add and subtract (e.g., $6 + 6 = 12$, $14 - 7 = 7$, etc.)

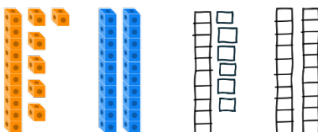
Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Solve addition and subtraction problems in context within 10 (K.A.T.A.1). Where are students going? - Recall or quickly derive addition and subtraction facts within 20 (2.NOS.B.6). Note: 1.NOS.D.9 focuses on developing mastery of addition and subtraction facts within 20. This work is foundational and will continue into Grade 2, where mastery expectations are solidified (2.NOS.B.6).	- Students begin working with addition and subtraction facts through the use of counting strategies (e.g., To solve $5 + 6$, the student may begin with 6 and count on verbally 7, 8, 9, 10, 11). - Model and encourage students to use more efficient strategies (e.g., To solve $5 + 10$, the student may use understanding of number patterns to identify the sum as 15) as they work toward automaticity. - Students are expected to recall addition and subtract facts within 20 or to use an efficient strategy to quickly find sum/difference of an unknown fact. - Use equations with equal sign in varying positions (e.g., $1 + 2 = 3$, $3 = 1 + 2$, etc.). - Provide a variety of opportunities for students to practice and demonstrate mastery. Avoid relying solely on timed tests and memorization.	- Engage in explicit strategy instruction, that allows time for exploration and practice. - Use a variety of representations, including manipulatives, number lines, hundreds charts, ten frames, and number bonds, as they continue to develop conceptual understanding of addition and subtraction. - Engage in Quick Image tasks as a way to move students beyond counting, towards more efficient strategies for composing and decomposing numbers. Strategically sequencing quick images supports students in further developing reasoning strategies. - Construct coherent chains of reasoning to explain their strategy for finding a given sum or difference. Engaging in discussion around various strategies allows students still using counting strategies to make connections to more sophisticated strategies (SMP 2, SMP 3). - Discuss patterns and structures they notice while making tens or using doubles to add and subtract, allowing students to make generalizations about how the strategies can help in learning addition and subtraction facts (SMP 7). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Operations strand of the Numeracy Development Framework.

Previously 1.OA.C.6

1.NOS.E USE PLACE VALUE UNDERSTANDING AND PROPERTIES TO ADD AND SUBTRACT.

1.NOS.E.10: 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. Understand that when adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose or decompose a ten.

- Use concrete models and drawings to add.
- Use counting strategies and strategies based on place value (e.g., partial sums, making tens, etc.) to add.
- Use properties of operations, and/or the inverse relationship between addition and subtraction to add.
- Represent and explain the calculation by connecting the strategy used to the meaning of addition.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Represent addition and subtraction situations within 10 (K.NOS.C.9). Where are students going? - Fluently add and subtract within 100 using strategies based on counting and place value, properties of operations, and the inverse relationship between addition and subtraction (2.NOS.C.8).	- Students continue to build understanding of addition and subtraction through a balance of concrete, semi-concrete, and abstract approaches. Avoid moving to abstract approaches too quickly without ensuring students have sufficient experience with concrete and semi-concrete approaches. 1.NOS.E.10a: A student may use concrete models to represent and solve, $16 + 20$. As students become more proficient, they will transition to using drawings to represent and solve.  1.NOS.E.10b: Students may use partial sums to add. For example, when adding $16 + 20$, a student may add the tens first and then the ones.  1.NOS.E.10d: When solving $16 + 20$, a student may explain "I know that 16 is the same as 10 and 6. So I can add $10 + 20$ first, which equals 30. Then I can add the 6 ones to get 36. I combine the tens first and then the ones to get the total."	- Make explicit connections between different representations or approaches. - Use strategies flexibly, making decisions on which strategy or method to use based on the numbers or context of the given problem (SMP 5). - Construct coherent chains of reasoning to explain their selected strategy for finding a given sum. Engaging in discussion around various strategies allows students using less efficient strategies to make connections to more sophisticated strategies (SMP 2, SMP 3). - Apply understanding of estimation and benchmark numbers to estimate before adding to evaluate whether an answer or solution is reasonable (1.NOS.B.6).

Previously 1.NBT.C.4

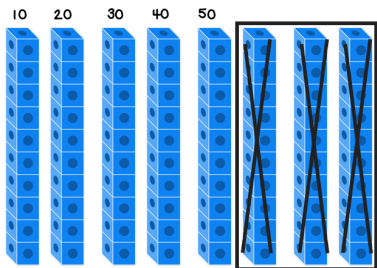
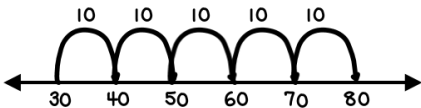
1.NOS.E.11: Given a two-digit number, identify 10 more or 10 less than the given number, without having to count, and explain the reasoning used.

Content Progression	Examples and Clarifications	Students should have the opportunity to...																																																																																																				
Where are students coming from? - Understand 10 as a group of ten ones called a “ten” (K.NOS.C.9). Where are students going? - Mentally add and subtract 10 or 100 to a given number 100-900 (2.NOS.C.11).	- Manipulatives (e.g., connecting cubes or bundles of straws), ten frames, and hundreds charts support students in visualizing the structure of numbers, making connections to place value, and recognizing the relationships between numbers. <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table> - Directional language on a hundreds chart (e.g., moving “up” represents 10 less and moving “down” represents 10 more) can be challenging for students. Avoid the use of hundreds charts without explicit instruction and modeling to connect the movement on hundreds chart to place value patterns.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	- Use a variety of representations, including manipulatives, hundreds charts, and ten frames, as they continue to develop conceptual understanding of addition, subtraction, and place value patterns. - Explore and connect problems to various contexts to make sense of adding and subtracting 10 mentally (e.g., The teacher has 37 pencils. She wants to know how many she would have if she added 10 more pencils. OR The teacher has 37 pencils. She wants to know how many would be left if students used 10 pencils?). - Recognize and explain place value patterns (SMP 7). - Use visual, symbolic, or contextual representations to support reasoning and explain how they were able to identify 10 more or 10 less without counting. For example, a student may explain “I found 46 on the hundreds chart, then moved down one row and landed on 56” (SMP 3).
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Previously 1.NBT.C.5

1.NOS.E.12: Subtract a multiple of 10 from another multiple of 10 within 90.

- Use concrete models or drawings to subtract.**
- Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract.**
- Represent and explain the calculation by connecting the strategy used to the meaning of subtraction.**

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Understand 10 as a group, collection, or bundle of ten ones called a “ten” (K.NOS.C.9). - Represent and solve subtraction situations within 10 (K.NOS.D.11). Where are students going? - Add and subtract within 1000 (2.NOS.C.10).	- Manipulatives (e.g., connecting cubes or bundles of straws), ten frames, and hundreds charts support students in visualizing the structure of numbers, making connections to place value, and recognizing the relationship between numbers. 1.NOS.E.12a: Students may use connecting cubes to represent and solve $80 - 30$.  1.NOS.E.12b: Students may use the inverse relationship between addition and subtract to rewrite $80 - 30$ as an unknown addend equation, $30 + ? = 80$. Then students may count on to find the missing addend, “40, 50, 60, 70, 80” or show represent their counting on a number line. 	- Use a variety of representations, including manipulatives, hundreds charts, and ten frames, as they continue to develop conceptual understanding of subtraction and place value patterns. - Explore and connect problems to contexts in order to make sense of subtraction with multiples of 10. - Develop their proficiency using number lines by initially making multiple “jumps” of ten to perform operations. As students become more proficient, they will recognize the repeated calculations can be completed more efficiently through “jumps” of larger quantities (SMP 8). - Use visual, symbolic, or contextual representations to support reasoning and explain how they subtracted. For example, a student may explain “I thought of $80 - 30$ as an addition problem with a missing number, 30 plus what will make 80. Starting at 30 on the number line, I counted by tens 40, 50, 60, 70, 80. I counted 5 tens which is 50 so $30 + 50 = 80$.” - Use dimes to represent and solve problems involving the subtraction of multiples of ten. \$

Previously 1.NBT.C.6

1.NOS.E.13: Subtract a 1-digit number from a 2-digit number (without regrouping).

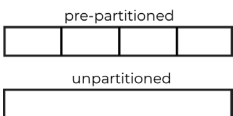
- Use concrete models or drawings to subtract.**
- Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract.**
- Represent and explain the calculation by connecting the strategy used to the meaning of subtraction.**

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Represent and solve subtraction situations within 10 (K.NOS.D.11). Where are students going? - Add and subtract within 1000 (2.NOS.C.10).	- Students continue to build understanding of subtraction through a balance of concrete, semi-concrete, and abstract approaches. Avoid moving to abstract approaches too quickly without ensuring students have sufficient experience with concrete and semi-concrete approaches. - Students are not expected to subtract with regrouping. Avoid making statements such as “greater numbers cannot be subtracted from lesser numbers,” as this may lead to misconceptions in later grades, when students begin working with negative numbers. 1.NOS.E.13a: Students may use connecting cubes to represent and solve $39 - 7$.  1.NOS.E.13b: Students may use the inverse relationship between addition and subtract to rewrite $39 - 7$ as an unknown addend equation, $7 + ? = 39$.  - Use number lines flexibly. Avoid requiring students to start from same number every time (e.g., students should not be expected to always start number line at the minuend/total in the given subtraction problem).	- Use a variety of representations, including manipulatives, hundreds charts, and ten frames, as they continue to develop conceptual understanding of subtraction. - Explore and connect problems to contexts in order to make sense of subtraction. - Develop their proficiency using number lines by initially making multiple “jumps” of one to perform operations. As students become more proficient, they will recognize the repeated calculations can be completed more efficiently through “jumps” of larger quantities (SMP 8). - Use visual, symbolic, or contextual representations to support reasoning and explain how they subtracted. For example, a student may explain “I thought of $39 - 7$ as an addition problem with a missing number, 7 plus what will make 39. Starting at 7 on the number line, I counted by tens 17, 27, 37. Then I counted by ones 38, 39. I added 3 tens and 2 ones which is 32 so $7 + 32 = 39$.” (SMP 3). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Operations strand of the Numeracy Development Framework.

Adopted 2025

1.NOS.F UNDERSTAND EQUAL PARTS OF A WHOLE.

1.NOS.F.14: Partition circles and rectangles into equal shares (halves and fourths) recognizing that decomposing into more equal shares creates smaller shares. Determine how many equal shares are needed to make a whole (e.g., two halves).

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - This is the first formal introduction of equal parts of a whole. Where are students going? - Partition circles and rectangles into equal shares, including halves, thirds, and fourths (2.NOS.D.11).	- Build students' conceptual understanding by connecting fractions to authentic situations or contexts that are familiar to students, such as sharing a cookie with a friend. Students may represent fractions using physical objects, manipulatives, or drawings.  - As students explore and partition circles and rectangles of varying sizes, support students to recognize and verbalize that when creating more equal parts or equal shares, the equal parts or equal shares must be smaller. - Students will use words (e.g., one-half, one-third, one-fourth). Students are not expected to use fraction notation (e.g., $\frac{1}{2}$), but fraction notation can be modeled for students. - Provide examples of both pre-partitioned and unpartitioned representations. 	- Partition circles and rectangles in multiple ways to represent contexts involving halves and fourths mathematically. - Use examples and counterexamples to justify or refute mathematical claims. For example, a student may use the counterexample shown below to refute the statement that all shapes cut into two pieces represent halves (SMP 3).  - Use visual or contextual representations to explain that when a whole is partitioned into more equal shares the size of the equal shares is smaller, for example if cutting a brownie into fourths, the size of the equal shares will be smaller than if the brownie with the same size whole, was cut into halves (SMP 3).  - Make connections to time when discussing halves and quarters (1.GR.C.5). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Number and Operation Sense milestones in the Fractions & Decimals strand of the Numeracy Development Framework.

Previously 1.G.A.3

Algebraic Thinking (AT)

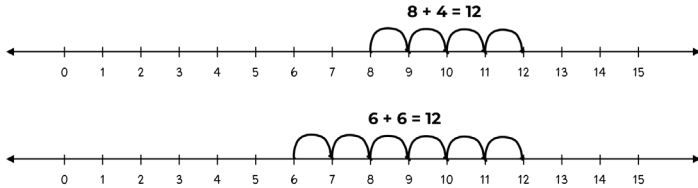
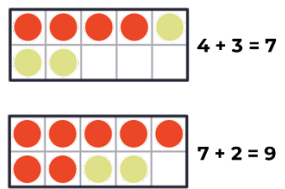
Algebraic Thinking (AT) Clusters	Connections to the Numeracy Development Framework
1.AT.A Solve problems involving addition and subtraction.	Standards within this cluster directly contribute* to the Grade 1 Algebraic Thinking milestones within the Creating Equations & Inequalities and Solving Equations & Inequalities strands of the Numeracy Development Framework.

***Directly contribute to milestones:** The cluster includes content and practices that are *explicitly named within* an NDF milestone, meaning student proficiency with this cluster demonstrates attainment of that milestone.

****Contribute to milestones:** The cluster builds prerequisite knowledge, skills, or ways of reasoning that *support progress toward* a milestone in the NDF, even if the milestone itself is not fully realized at this stage.

1.AT.A SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

1.AT.A.1: Understand the meaning of the equal sign. Determine if equations involving addition and subtraction (on one or both sides of the equal sign) are true or false.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Explore the concept of equal when comparing quantities (K.NOS.C.10). - Represent combinations and addition and subtraction situation using equations (K.NOS.D.12; K.AT.A.1). Where are students going? - Use addition and subtraction to solve one-step and two-step problems (2.AT.A.1; 2.AT.A.2).	- The equal sign is used in equations to represent a relationship. Avoid treating the equal sign as a signal to perform an action or provide the answer. - Students build understanding of the meaning of the equal sign using physical objects to represent addition and subtraction situations. Using a balance scale and making connections to equations reinforces the concept that the equal sign means that both sides of the equal sign are balanced or have the same amount. - Interpret the equal sign as “the same as” (e.g., read $7 = 5 + 2$ as “7 is the same as 5 plus 2”). - Use equations with the equal sign in varying positions (e.g., $1 + 2 = 3$, $3 = 1 + 2$, $4 + 2 = 7 - 1$ etc.).	- Use a variety of representations, including concrete models, drawings, and symbols as they continue to develop conceptual understanding of the meaning of the equal sign. - Use examples and counterexamples to justify or refute mathematical claims. For example, a student may use the number lines shown below to justify that $8 + 4 = 6 + 6$ or use the ten frames shown below to refute the statement $4 + 3 = 7 + 2$ (SMP 3).  $8 + 4 = 12$ $6 + 6 = 12$  $4 + 3 = 7$ $7 + 2 = 9$ - Identify equal coin combinations and represent using equations (e.g., 1 nickel is the same as 5 pennies, $5 = 1 + 1 + 1 + 1 + 1$). \$ Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Algebraic Thinking milestones in the Creating Equations & Inequalities strand of the Numeracy Development Framework.

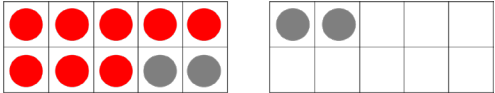
Previously 1.OA.D.7

1.AT.A.2: Add and subtract within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (result unknown, change unknown, start unknown) by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Solve addition and subtraction problems in context within 10 (K.AT.A.1). Where are students going? - Use addition and subtraction to solve one-step and two-step problems (2.AT.A.1; 2.AT.A.2).	- Addition and subtraction problems should be presented in authentic contexts. Refer to Addition and Subtraction Situations by Grade Level for examples of add to, taking from, putting together, taking apart, and comparing situations with unknowns in all positions. - When working with addition, present situations that involve two and three addends. - Support students in making sense of addition and subtraction situations in context. Model and encourage students to retell, act it out, draw pictures, etc. Avoid using key word identification (e.g., CUBES method) as this does not support students problem solving and may lead to misconceptions. - As students continue to develop understanding of addition and subtraction, support them in making connections to part-part-whole relationships. When solving the problem shown below, students recognize the red apples and green apples as the parts that are put together to make the whole (e.g., 12 red apples + 3 green apples = 15 apples total). There are 12 red apples and 3 green apples in a basket. How many apples are in the basket?  - A variety of representations and strategies can be used to represent and solve addition and subtraction problems. Avoid modeling or requiring a specific representation or strategy.	- Continue to build understanding of addition and subtraction as operations through the exploration of contextual problems. - Describe what is happening in an addition or subtraction situation in their own words (SMP 1). - Discuss the meaning of quantities in the presented contexts and how the quantities are related (SMP 2). Students should have the opportunity to determine the information needed to answer the mathematical question and how the quantities can be represented mathematically. - Represent addition or subtraction situations mathematically by selecting and applying appropriate representations (e.g., manipulatives, drawings, number lines, equations, etc.) and use representations to make predictions, perform computation and answer questions. Develop flexibility in their use of various strategies, such as counting on, counting back, using number lines, or acting out situations. - Revise representations or approaches when needed. - Engage in problem contexts that involve saving and spending (e.g., You saved \$9 last week. You saved \$4 this week. How much have you saved altogether?). \$ Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Algebraic Thinking milestones in the Creating Equations & Inequalities strand of the Numeracy Development Framework.

Previously 1.OA.A.1

1.AT.A.3: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., $8 + ? = 13$; $6 = \square - 2$; $8 + 8 = \square$).

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Represent combinations and addition and subtraction situations using equations (K.NOS.D.12; K.AT.A.1). Where are students going? - Use addition and subtraction to solve one-step and two-step problems (2.AT.A.1; 2.AT.A.2).	- Present addition and subtraction equations with unknowns in all positions. This build flexibility and reinforces the meaning of the equal sign as representing a relationship not just an answer. - Present equations that are within the number limits for each operation as stated in 1.NOS.D, 1.NOS.E, and 1.AT. - Connect the inverse relationship between addition and subtraction to the part-part-whole relationship. part + part = whole whole – part = part - A variety of representations and strategies can be used to determine the unknown in an addition or subtraction equation. Avoid modeling or requiring a specific representation or strategy.  $8 + \square = 12$ 	- Continue to build understanding of addition and subtraction as operations through the exploration of contextual problems. - Represent addition or subtraction situations mathematically by selecting and applying appropriate representations (e.g., manipulatives, drawings, number lines, equations, etc.). Develop flexibility in their use of various strategies, such as counting on, counting back, using number lines, or acting out situations. - Engage in problems that involve unknowns in saving and spending contexts (e.g., You are saving to buy a new game that costs \$18. So far, you have saved \$12. How much more do you need to save?). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Algebraic Thinking milestones in the Solving Equations & Inequalities strand of the Numeracy Development Framework.

Previously 1.OA.D.8

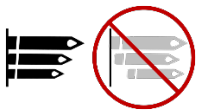
Geometric Reasoning (GR)

Geometric Reasoning Clusters	Connections to the Numeracy Development Framework
1.GR.A Measure lengths indirectly and by iterating length units.	Standards within this cluster directly contribute* to the Grade 1 Geometric Reasoning milestones within the Measurement strand of the Numeracy Development Framework.
1.GR.B Reason with shapes and their attributes.	Standards within this cluster directly contribute* to the Grade 1 Geometric Reasoning milestones within the Classifying Figures and Reasoning with Geometric Structure strands of the Numeracy Development Framework.
1.GR.C Work with time and money.	Standards within this cluster reinforce important mathematical concepts and provide opportunities for meaningful practice and application of skills, supporting students' overall readiness for future learning.

***Directly contribute to milestones:** The cluster includes content and practices that are *explicitly named within* an NDF milestone, meaning student proficiency with this cluster demonstrates attainment of that milestone.

****Contribute to milestones:** The cluster builds prerequisite knowledge, skills, or ways of reasoning that *support progress toward* a milestone in the NDF, even if the milestone itself is not fully realized at this stage.

1.GR.A MEASURE LENGTHS INDIRECTLY AND BY ITERATIVE LENGTH UNITS.**1.GR.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.**

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Directly compare two objects with a measurable attribute in common using words (K.GR.A.2). Where are students going? - Measure to determine how much longer one object is than another (2.GR.A.4).	- To order three objects by length, students will place the objects side by side to observe differences in length. It is important that the objects are appropriately aligned to ensure accurate comparison.  - To indirectly compare the length of two objects using a third object, students will use a common reference object to measure both items separately, then reason about their relative lengths based on how each compares to the third object (e.g., if both a pencil and a marker are compared to the same piece of string, and the pencil is shorter than the string while the marker is longer, students can conclude the pencil is shorter than the marker).  - Students should also recognize when an object appears to have similar length/height/weight/capacity to another object. Avoid only providing objects of differing length/height/weight/capacity.	- Find objects in the classroom that are longer than/shorter than/the same length as the length of a given object, such as a piece of string. - Use precise language when making comparisons. For example, “When we measured the length of the pencils, we found the longest one was the red one. The blue pencil was shorter than the yellow pencil.” (SMP 6). Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Geometric Reasoning milestones in the Measurement strand of the Numeracy Development Framework.

Previously 1.MD.A.1

1.GR.A.2: Use non-standard units (with no gaps or overlaps) to measure the length of an object to the nearest whole unit.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Describe measurable attributes of objects and directly compare two objects with a measurable attribute in common using words (K.GR.A.1; K.GR.A.2). Where are students going? - Measure the length of objects to the nearest whole unit (2.GR.A.1).	Nonstandard length units used for iterating must be equal in length, aligned with the length being measured, and placed without gaps or overlaps. 	- Measure a variety of objects by selecting and using a variety of nonstandard measurement tools, such as paperclips or string. Students should discuss when a particular tool would or would not be useful in measuring, for example, using a paper clip as unit would be appropriate when measuring the length of a pencil, but would not be appropriate when measuring the length of the classroom (SMP 5). - Estimate the length or height of an object, considering the nonstandard measurement tool being used. Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Geometric Reasoning milestones in the Measurement strand of the Numeracy Development Framework.

Previously 1.MD.A.2

1.GR.B REASON WITH SHAPES AND THEIR ATTRIBUTES.

1.GR.B.3: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Analyze and compare two- and three-dimensional shapes (K.GR.B.7). - Draw two-dimensional shapes and build models of three-dimensional shapes (K.GR.B.8). Where are students going? - Identify and draw shapes having specific attributes (2.GR.B5).	- First grade students should work with circles, triangles, rectangles, squares, hexagons, cones, cubes, cylinders, and spheres. - To emphasize defining versus non-defining attributes, show students multiple triangles in varying colors, sizes, and orientations. Ask students to identify what makes each example a triangle (defining attribute). Then, ask students to identify what makes the examples look different (non-defining attribute). - Shapes should be shown in various sizes and orientations. This helps students to recognize that the orientation or size does not impact its identification. For example, A student should recognize each of the shapes below as a triangle. Avoid providing examples that use the same orientation and size every time.  - Carefully select examples to distinguish between two- and three-dimensional shapes. For instance, a clock face is a circle (two-dimensional), while the entire clock is a cylinder (three-dimensional). Avoid using examples that may be misleading.	- Sort shapes according to similarities and differences, focusing on defining attributes, rather than naming the shape. For example, if given a red triangle, a blue triangle, and a blue circle, students would use shape as the defining attribute to group the triangles. - Use precise language to describe defining attributes of shapes, such as sides and corners (SMP 6). - Use examples and counterexamples to justify or refute mathematical statements. Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Geometric Reasoning milestones in the Classifying Figures strand of the Numeracy Development Framework.

Previously 1.G.A.1

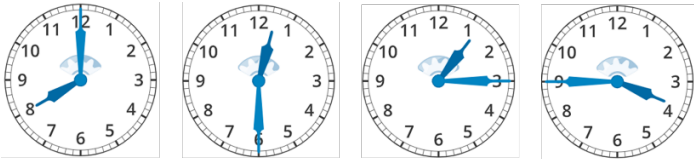
1.GR.B.4: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - Compose simple shapes to form larger shapes (K.GR.B.9). Where are students going? - Determine the area of composite rectilinear figures 3.GR.C.7c.	- A composite shape is a shape made up of two or more geometric shapes.  - Students can rearrange shapes within a composite shape to form a different composite shape.  - When working with three-dimensional shapes, students will use common grade-level appropriate vocabulary (cube, prism, cone, cylinder). Students are not expected to use the technical terms (e.g., right circular cylinder).	- Use manipulatives to build composite shapes. - Engage in open-ended tasks like “What can you build with these shapes?” - Explore multiple ways to compose the same shape using different combinations. Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Geometric Reasoning milestones in the Reasoning with Geometric Structure strand of the Numeracy Development Framework.

Previously 1.G.A.2

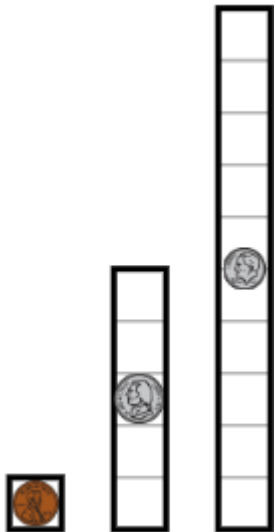
1.GR.C WORK WITH TIME AND MONEY.

1.GR.C.5: Tell time in hours, half hours, and quarter hours using a digital clock or analog clock. Estimate time intervals (1 hour, 30 minutes, 15 minutes, 1 minute) for activities (e.g., sharpen pencil, soccer game, etc.).

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - This is the first formal introduction of time. Where are students going? - Tell and represent time to the nearest minute (2.GR.C.7). - Estimate and calculate elapsed time (2.GR.C.8).	- Students should begin to develop the concept of time as a measure that tells us when events happen and how long the events last. Clocks (analog and digital) and timers can be used to help students understand time. - Provide both analog and digital representations of times to the nearest hour, half hour, and quarter hour.  8:00 AM 12:30 PM 1:15 PM 3:45 PM - While students should be familiar with reading both digital and analog clocks, instruction should prioritize conceptual understanding of time. Analog clocks are not an instructional focus and should not monopolize instructional time.	- Engage in daily routines that support students' understanding of time, telling time, and estimating time intervals. - Use digital and analog clocks throughout the day (e.g., classroom schedule, lunch time). - Use visual timelines to sequence events and estimate time intervals or durations. - Estimate time interval for activities and use timers to verify. - Make connections to fractions when discussing half and quarter hours (1.NOS.F.14).

Previously 1.MD.B.3

1.GR.C.6: Identify and know the value of coins (penny, nickel, dime, and quarter) and bills (\$1, \$5, \$10, and \$20).

Content Progression	Examples and Clarifications	Students should have the opportunity to...
Where are students coming from? - This is the first formal introduction of coins. Where are students going? - Count mixed sets of coins and bills to solve problems in context (2.GR.C.9).	- Use both physical coins, manipulatives, and images. When using images of coins and bills, use both front and back of the coin or bill so students become familiar with both. - Connect values of coins to visual models to support students in developing understanding of coin values. For example, Math Learning Center Money Pieces App provides digital tools that emphasize the value of each coin.  <i>Note: The penny is shown as one square unit to represent the value of 1 cent. The nickel is shown as a 1 by 5 array to represent the value of 5 cents. The dime is shown as a 1 by 10 array to represent the value of 10 cents.</i>	- Engage in hands-on experiences and daily routines as they develop concept of money and identifying coins, bills, and their values. - Sort coins and bills in a variety of ways. Students may begin by sorting by appearance. As students become more proficient in identifying value of coins, students should sort by values of coins and bills. - Participate in pretend play or a classroom store to practice using money in authentic contexts, including buying and spending. \$ - Practice counting (up or back) by ones using pennies and skip counting by tens using dimes (1.NOS.A.1).

Adopted 2025

Reasoning with Data and Statistics (DS)

Reasoning with Data and Statistics Clusters	Connections to the Numeracy Development Framework
1.DS.A Represent and interpret data.	Standards within this cluster directly contribute* to the Grade 1 Reasoning with Data, Statistics, and Probability milestones within the Collecting & Representing Data and Interpreting & Analyzing Data strands of the Numeracy Development Framework.

***Directly contribute to milestones:** The cluster includes content and practices that are *explicitly named within* an NDF milestone, meaning student proficiency with this cluster demonstrates attainment of that milestone.

****Contribute to milestones:** The cluster builds prerequisite knowledge, skills, or ways of reasoning that *support progress toward* a milestone in the NDF, even if the milestone itself is not fully realized at this stage.

1.DS.A REPRESENT AND INTERPRET DATA.**1.DS.A.1: Ask and answer questions by collecting, organizing and summarizing data.**

- a. Craft a question that can be answered by collecting categorical data.
- b. Collect and organize categorical data (into up to three categories) using surveys or observations.
- c. Represent data by creating tally charts and picture graphs.
- d. Summarize the data presented in tally charts using “most,” “least,” “greater than,” “less than,” and “equal to”.

Content Progression	Examples and Clarifications	Students should have the opportunity to...								
Where are students coming from? - Organize and analyze data by classifying objects and ordering categories by count (K.DS.A.1; K.DS.A.2). Where are students going? - Ask and answer questions by collecting, organizing and summarizing categorical and numerical data (2.DS.A.1).	- Understanding data goes beyond making graphs—it involves engaging in the full statistical process: asking meaningful questions, collecting and organizing data, and interpreting results to make sense of the world. Authentic applications help students see data as a tool for inquiry and decision-making, not just representation. - Categorical data refers to data that can be sorted into like groups or categories (e.g., transportation to school or most common choice for class field trip, etc.). 1.DS.A.1a: Students generate questions where the answers can be sorted into groups or categories. The questions generated should be statistical questions that involve variability and can only be answered by collecting data. 1.DS.A.1b: Data can be collected using a survey or through observation, for example a student may survey classmates about favorite playground equipment or may observe the activities that students engage in during recess. 1.DS.A.1c: A tally chart represents data using tallies. Encourage students to group tallies in sets of five—four vertical lines followed by a diagonal slash—as this structure supports efficient counting by fives and improves data readability. <table><tr><th colspan="2">Favorite Playground Equipment</th></tr><tr><td>Ball</td><td> </td></tr><tr><td>Jump Rope</td><td> </td></tr><tr><td>Hula Hoop</td><td> </td></tr></table>	Favorite Playground Equipment		Ball		Jump Rope		Hula Hoop		- Work with authentic data that is relevant and of interest to them. - Create their own questions to be answered by collecting data based on classroom experience or interests. - Explore examples and non-examples of appropriate statistical questions. For example, “What was the class field trip last year?” is not a statistical question because there is one answer, there is no variability. But "What field trip should our class take this year?" is statistical question because there is variability, and it can only be answered by collecting data. - Discuss the similarities and differences of tally charts and picture graphs. Students may also discuss why you would choose one over another. - Interpret the results in terms of the original context of the data. Students should be encouraged to identify total number of data points and connect this to the context. Students should also be encouraged to connect data summaries to authentic decision making. For example, a student may use Favorite Playground Equipment data (shown to the left) to recommend that the school purchases more balls than other equipment when purchasing new playground equipment.
Favorite Playground Equipment										
Ball										
Jump Rope										
Hula Hoop										

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Content Progression	Examples and Clarifications	Students should have the opportunity to...						
	1.DS.A.1c: A picture graph represents data using symbols. Students should use a scale of 1. Favorite Playground Equipment <table><tr><td>Ball</td><td>■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</td></tr><tr><td>Jump Rope</td><td>■ ■ ■ ■ ■ ■</td></tr><tr><td>Hula Hoop</td><td>■ ■ ■</td></tr></table> ■ represents 1 student 1.DS.A.1d: Students can ask and answer questions about the data, for example, “which category had the least?” or “how many students selected ball as their favorite?” Sentence frames can be provided to support students.	Ball	■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Jump Rope	■ ■ ■ ■ ■ ■	Hula Hoop	■ ■ ■	Students must have multiple opportunities and varied ways to demonstrate mastery, as this standard constitutes key Grade 1 Reasoning with Data and Statistics milestones in the Collecting & Representing Data and Interpreting & Analyzing Data strands of the Numeracy Development Framework.
Ball	■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■							
Jump Rope	■ ■ ■ ■ ■ ■							
Hula Hoop	■ ■ ■							

Previously 1.MD.C.4

References

Ebby, C. B., Hulbert, E. T., & Broadhead, R. M. (2020). *A focus on addition and subtraction: Bringing mathematics education research to the classroom* (1st ed.). Routledge.

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2020). *Elementary and middle school mathematics: Teaching developmentally* (10th ed.). Pearson

Provide Feedback

Your feedback is essential in helping us understand how these resources are being used, their effectiveness in supporting instruction, and how they can be improved to better serve educators, students, and stakeholders across the state. If you are interested in providing feedback, please completed the [Feedback: PreK-8 Mathematics Standards Companion Guide survey](#).

The survey includes general questions about your overall impressions of the companion guides, as well as opportunities to provide grade-level specific feedback. Your responses will inform future revisions and professional learning efforts to ensure the guides are clear, useful, and aligned with the needs of Maryland's diverse learning communities.