



1st Grade Math Pacing Guide 19-20

4.0 Target	3.0 Target	2.0 Target
Operations and Algebraic Thinking		
Solve complex multi-step word problems using addition and subtraction within 20	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions	Inconsistently use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions
Not Applicable	1.OA.6.0 Add within 10 using strategies	Add within 5 using strategies
Not Applicable	1.OA.6.1 Add and subtract within 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums	Inconsistently add and subtract within 20. Inconsistently using strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums
Not Applicable	1.OA.6.2 Fluently add and subtract within 10	Inconsistently add and subtract within 10
Construct a balanced number model using addition and subtraction given 4 digits	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false	Inconsistently understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false
Number and Operations in Base Ten		
Not Applicable	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral	Count to 120, starting at zero or one. In this range, read numerals.
Apply understanding of tens and ones by representing number in different ways	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following cases: 10 can be thought of as a bundle of ten ones, called a "ten," The numbers from 11-19 are composed of a ten and some ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refers to groups of tens and zero ones	Inconsistently understand that the two digits of a two-digit number represent amounts of tens and ones
Not Applicable	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten	Inconsistently 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
Not Applicable	1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used	Inconsistently subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90
Measurement and Data		
Not Applicable	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks	Tell and write time to the hour using analog and digital clocks
Geometry		
Not Applicable	1.G.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes	When given a shape, name a defining or non-defining attribute
Solve and explain multi-step real world problems that involve partitioning shapes with different denominators	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of	Recognize halves or fourths on a partitioned shape

Trimester & Unit
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Trimester 1 Unit 2
Trimester 2 Unit 3 Trimester 3 Unit 6
Trimester 3 Unit 6
Trimester 3 Unit 6
Trimester 3 Unit 7
Trimester 3 March Number Corner
Trimester 3 Unit 7
Trimester 3 Unit 7
Trimester 3 March Number Corner
Trimester 3 Unit 5
Trimester 3 Unit 5