Identifier	Poplar - Grade 1 - Mathematics	Introduced	Completed
1 M 1	**MATHEMATICAL PRACTICES**		
1 M 1.01	Makes sense of problems and persevere in solving them.		
1 M 1.02	Reason abstractly and quantitatively.		
1 M 1.03	Construct viable arguments and critique the resoning of others.		
1 M 1.04	Model with mathematics.		
1 M 1.05	Use appropriate tools strategically.		
1 M 1.06	Attend to precision.		
1 M 1.07	Look for and make use of structure.		
1 M 1.08	Look for and express regularity in repeated reasoning.		
1 M 2	**OPERATIONS AND ALGEBRAIC THINKING**		
1 M 2.01	Use addition and subtraction within 20 to solve word problems involving situations of and comparing with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (include cultural contexts) (see glossary, table 1)		
1 M 2.02	Solve word problems that call for addition of three word numbers whose sum is less than or equal to 20, e.g., by using objects, drawins, and equations with a symbol for the unknown number to represent the problem. (use cultural contexts)		
1 M 2.03	Apply properties of operations as strategies to add and subtract. (Note: Students should not use formal terms for these properties.) Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative Property of Addition) To add 2 + 6 + 4, the second two numbers can be added to make a ten.		
1 M 2.04	Understand subtraction as an unknown addend problem. Example: Subtract 10 - 8 by finding the number that makes 10 when added to 8.		
1 M 2.05	Relate counting to addition and and subtraction (e.g., by counting on 2 to add 2.)		
1 M 2.06	Subtract within 10. Use strategies such as counting on; make ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14) decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)		
1 M 2.07	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: Which of the following equations are true and which are false? 6 = 6, 7 = 8, 5+2=2+5, 4+1 = 5+2		
1 M 3	**MEASUREMENT AND DATA**		
1 M 3.01	Order three objects by length; compare the lengths of two objects indirectly by using a third object. (use cultural contexts)		
1 M 3.02	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		
1 M 3.03	Tell and write time in hours and half-hours using analog and digital clocks.		
1 M 3.04	Organize, represent, and interpret data with up to three catagories; ask and answer questions about the total number of data points; how many in each category, and how many more or less are in one category than in another.		
1 M 4	**NUMBERS AND OPERATIONS IN BASE 10**		
1 M 4.01	Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.		
1 M 4.02	Understand that the two digits of a two-digit number represent amounts of tens and ones.		
1 M 4.03	Understand that 10 can be thought of as a bundle of ten ones, called a ten.		
1 M 4.04	Understand that the numbers from 11 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight, or nine ones.		
1 M 4.05	Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine bundles of ten (and 0 ones.)		
1 M 4.06	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, <, or =.		
1 M 4.07	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 ten and tens, ones and ones; and sometimes it is necessary to compose a ten.		
1 M 4.08	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		

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1 M 4.09	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero difference), 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.		
1 M 5	**GEOMETRY**		
1 M 5.01	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.		
1 M 5.02	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Note: Students do not need to learn formal names such as 'right rectangular prism'.		
1 M 5.03	Partition circles and rectangles into two and four equal shares, describe the shares using the correct terminology.		