

Grade 1 Mathematics Checklist

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Related Schoolwide Learner Outcomes

Operations and Algebraic Thinking

- ☐ 1.OA.A.1: I can use different strategies for addition to solve word problems within 20.
- ☐ 1.OA.A.1: I can use different strategies for subtraction to solve word problems within 20.
- ☐ 1.OA.A.2: I can solve word problems where I have to add three whole numbers.
- ☐ 1.OA.B.3: I can use fact families to help me solve addition problems (commutative).
- ☐ 1.OA.B.3: I can use addition facts I know well to help me solve problems where there are more than two numbers (associative).
- ☐ 1.OA.B.4: I can use what I know about addition facts to help me answer subtraction fact problems.
- ☐ 1.OA.C.5: I can understand how counting up is like adding and counting down is like subtracting.
- ☐ 1.OA.C.6: I can add facts within 20.
- ☐ 1.OA.C.6: I can subtract facts within 20.
- ☐ 1.OA.D.7: I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.
- ☐ 1.OA.D.8: I can figure out what a missing number is in an addition or subtraction problem.

Numbers and Operations in Base Ten

- ☐ 1.NBT.A.1: I can count up to 120 starting at any number under 120.
- ☐ 1.NBT.A.1: I can read and write my numbers to show how many objects are in a group (up to 120).
- ☐ 1.NBT.B.2: I can tell how many tens and how many ones are in a number.
- ☐ 1.NBT.B.2.A: I can show that I know what a “ten” is.
- ☐ 1.NBT.B.2.B: I can show that any number between 11 and 19 is a group of “ten” and a certain number of ones.
- ☐ 1.NBT.B.2.C: I can show that I understand the numbers I use when I count by tens have a certain number of tens and 0 ones.
- ☐ 1.NBT.B.3: I can compare two-digit numbers using $<$, $=$, and $>$ because I understand tens and ones.
- ☐ 1.NBT.C.4: I can use math strategies to help me solve and explain addition problems within 100.
- ☐ 1.NBT.C.4: I can use objects and pictures to help me solve and explain addition problems within 100.

- ☐ 1.NBT.C.4: I can understand that adding two-digit numbers means I add the ones and then the tens.
- ☐ 1.NBT.C.4: I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones (regroup).
- ☐ 1.NBT.C.5: I can find ten more or ten less in my head.
- ☐ 1.NBT.C.6: I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence, and explain my strategy.

Measurement and Data

- ☐ 1.MD.A.1: I can put three objects in order from longest to shortest and compare their lengths.
- ☐ 1.MD.A.2: I can tell the length of an object using whole numbers.
- ☐ 1.MD.A.2: I can show that I understand how to measure something by using a smaller object as a measuring tool.
- ☐ 1.MD.B.3: I can tell and write time in hours and half-hours using any kind of clock.
- ☐ 1.MD.C.4: I can organize, show, and explain number information in a way that makes sense.
- ☐ 1.MD.C.4: I can ask and answer questions about number information that is organized.

Geometry

- ☐ 1.G.A.1: I can understand and tell about the parts that make different shapes unique.
- ☐ 1.G.A.1: I can build and draw shapes that have certain parts.
- ☐ 1.G.A.2: I can create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles).
- ☐ 1.G.A.2: I can create three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders).
- ☐ 1.G.A.2: I can use two- and three-dimensional shapes to create new shapes.
- ☐ 1.G.A.3: I can understand that “halves” means two equal parts and “fourths” or “quarters” means four equal parts.