

CCSS.MATH.CONTENT.K.CC: Counting & Cardinality (Kindergarten)		Week											
#	A. Know Number Names and the Count Sequence	1	2	3	4	5	6	7	8	9	10	11	12
1	Count to 100 by ones/tens	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	✓	✓	✓	✓		✓						
B. Count to Tell the Number of Objects													
4	Understand the relationship between numbers & quantities; connect counting to cardinality.	✓			✓								
4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	✓			✓								
4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of tier arrangement or the order in which they were counted.	✓			✓								
4c	Understand that each successive number name refers to a quantity that is one larger.	✓											
5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	✓	✓			✓	✓						
C. Compare numbers													
6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1	✓	✓	✓	✓								
7	Compare two numbers between 1 and 10 presented as written numerals.		✓	✓	✓	✓		✓	✓	✓			✓

CCSS.MATH.CONTENT.1.OA: Operations & Algebraic Thinking (Grade 1)		Week											
#	<i>A. Represent and Solve Problems Involving Addition and Subtraction</i>	1	2	3	4	5	6	7	8	9	10	11	12
1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ¹			✓	✓	✓		✓	✓	✓		✓	✓
2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.									✓	✓		
<i>B. Understand and Apply Properties of Operations and the Relationship between Addition and Subtraction</i>													
3	Apply properties of operations as strategies to add and subtract. ² 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, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.												
<i>C. Add and Subtract within 20</i>													
5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 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 $6 + 6 + 1 = 12 + 1 = 13$).		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6a	FLUENCY: Add/subtract within 20		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>D. Work with addition and subtraction equations</i>													
7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.										✓	✓	✓
8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.												

Note. Standards in gray are not addressed in NumberShire Level 1.

CCSS.MATH.CONTENT.1.NBT: Number and Operations in Base Ten (Grade 1)		Week											
#		1	2	3	4	5	6	7	8	9	10	11	12
<i>A. Extend the counting sequence</i>													
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>B. Understand place value</i>													
2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2a	10 can be thought of as a bundle of ten ones — called a "ten."	✓											
2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		✓	✓	✓	✓		✓	✓	✓			✓
<i>C. Use place value understanding and properties of operations to add and subtract</i>													
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.										✓	✓	✓
5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.										✓	✓	✓
6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.											✓	✓