STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Grade 1: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives by Domain

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in mathematics. This tool is intended to support educators in the identification of any gaps in conceptual understanding or skill that might exist in a student's understanding of mathematics standards. The organization of this document mirrors that of the New Jersey Student Learning Standards for mathematics, includes all grade- or course-level standards and the associated student learning objectives, and reflects a grouping of the standards by domain.

The tables are divided into three columns. The first column contains the grade level standard and student learning objectives, which reflect the corresponding concepts and skills in that standard. The second column contains standards from prior grades and the corresponding learning objectives, which reflect prerequisite concepts and skills essential for student attainment of the grade level standard as listed on the left. Given that a single standard may reflect multiple concepts and skills, all learning objectives for a prior grade standard may not be listed. Only those prior grade learning objectives that reflect prerequisite concepts and skills important for attainment of the associated grade level standard is listed. The third column contains the recommendations from Student Achievement Partners' recommendations (SAP) for the 2020-21 school year regarding preserving or reducing time as compared to a typical academic year.

Content Emphases Key:　■: Major Cluster　　□: Supporting Cluster　　◎ : Additional Cluster

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

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Domain: Operations and Algebraic Thinking

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
■ **1.OA.A.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. We are learning to/that… ▪ represent a word problem using objects, drawings, or equations using a symbol for the unknown ▪ solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	■ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. We have learned to/that… ▪ represent addition and subtraction word problems within 10 using objects or drawings ▪ solve addition and subtraction word problems within 10	*Emphasize* problems that involve sums less than or equal to 10 and/or the related differences in order to keep the focus on making sense of different problem types. Do not limit the range of addition and subtraction situations. Assign fewer problems with sums greater than 10 or related differences.
■ **1.OA.A.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. We are learning to/that… ▪ solve addition word problems with three whole numbers with a sum of 20 or less using objects, drawings or equations with symbols for the unknown	n/a	*Emphasize* problems that involve sums less than or equal to 10 and/or the related differences in order to keep the focus on making sense of different problem types. Do not limit the range of addition and subtraction situations. Assign fewer problems with sums greater than 10 or related differences.

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■ **1.OA.B.3** Apply properties of operations as strategies to add and subtract.3 *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.) {Students need not use formal terms for these properties} We are learning to/that… ▪ apply the associative, commutative and identity properties as strategies to add and subtract	■ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. We have learned to/that… ▪ represent addition and subtraction word problems within 10 using objects or drawings ▪ solve addition and subtraction word problems within 10	No special considerations for curricula well aligned to understanding and applying properties of operations to addition and subtraction, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.
■ **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. We are learning to/that… ▪ subtraction can be thought of as an addition problem with an unknown addend ▪ a related addition problem can be used to solve a subtraction problem	■ **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. We have learned to/that… ▪ find the number that makes 10 when added to a given number from 1 to 9 ▪ record the numbers that make 10 with a drawing or equation	No special considerations for curricula well aligned to understanding and applying properties of operations to addition and subtraction, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.

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Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
■ **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). We are learning to/that… - relate counting to addition - relate counting to subtraction	■ **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. We have learned to/that… - find the number that makes 10 when added to a given number from 1 to 9 (e.g. using objects or drawings) - record the numbers that make 10 with a drawing or equation	*Integrate* counting (1.NBT.A.1) into the work of this domain (OA), instead of separate lessons, in order to *reduce* the amount of time spent on this standard. **Note:** While this standard is Major Work of the Grade, during the 2020-21 school year, it is recommended that it receive lighter treatment.
■ **1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$). We are learning to/that… add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten	■ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. We have learned to/that… - represent addition and subtraction word problems within 10 using objects, drawings ■ **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). We have learned to/that… - decompose numbers less than or equal to 10 in pairs e.g. by using objects or drawings	No special considerations for curricula well aligned to adding and subtracting within 20, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
▪ add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 ▪ add and subtract within 10 with accuracy and efficiency	▪ record the decomposition of numbers less than or equal to 10 in pairs with a drawing or equation ▪ decompose numbers less than or equal to 10 in pairs in more than one way e.g. by using objects or drawings and record the decompositions with a drawing or equation ■ **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. We have learned to/that… ▪ find the number that makes 10 when added to a given number from 1 to 9 (e.g. using objects or drawings) ▪ record the numbers that make 10 with a drawing or equation ■ **K.OA.A.5** Demonstrate fluency for addition and subtraction within 5. We have learned to/that… ▪ represent addition and subtraction within 5 with accuracy and efficiency	

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■ **1.OA.D.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? $6 = 6$, $7 = 8 − 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. We are learning to/that… ■ an equal sign means both sides of the equal sign have the same value in an addition or subtraction equation ■ determine if equations involving addition and subtraction are true or false	n/a	No special considerations for curricula well aligned to work with addition and subtraction equations, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.
■ **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example,* determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond − 3$, $6 + 6 = \diamond$. We are learning to/that… ■ determine the unknown number that makes an equation involving addition or subtraction true	n/a	No special considerations for curricula well aligned to work with addition and subtraction equations, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.

Domain: Number and Operations in Base Ten

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
■ **1.NBT.A.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. We are learning to/that… ▪ count to 120 ▪ count on from any number within 120 ▪ read numbers up to 120 ▪ write numbers up to 120 ▪ represent objects with a written number in sets within 120 objects	■ **K.CC.A.1** Count to 100 by ones and by tens. We have learned to/that… ▪ count by ones to 100 ■ **K.CC.A.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). We have learned to/that… ▪ write numbers 0 through 20 ▪ represent the number of objects with a written number from 0 through 20 ■ **K.CC.B.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. We have learned to/that… ▪ count out the correct number of objects when given a number up to 20	*Eliminate* lessons that are solely about extending the count sequence in order to *reduce* the amount of time spent on this cluster. Incorporate extending the count sequence into other lessons in the grade. **Note:** While the standards in cluster 1.NBT.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment.

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■ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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). We are learning to/that… ▪ 10 can be thought of as a bundle of ten ones called a "ten" ▪ the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones ▪ in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones ▪ the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones	■ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. We have learned to/that… ▪ compose and record numbers from 11 to 19 into a ten and some further ones (e.g. using objects or drawings) ▪ decompose and record numbers 11 to 19 into a ten and some further ones (e.g. using objects or drawings) ▪ the numbers 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	*Incorporate* foundational work on understanding that numbers 11–19 are built from ten, ones, and some further ones (K.NBT.A) to support grade 1 understanding of place value.

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Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
■ **1.NBT.B 3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. We are learning to/that… ▪ compare two two-digit numbers using the meanings of the tens and ones digits ▪ compare two numbers using the symbols <, >, and =	■ **K.CC.C.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. We have learned to/that… ▪ equal means the same amount ▪ identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups ■ **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals. We have learned to/that… ▪ compare two written numbers between 1 and 10	*Incorporate* foundational work on understanding that numbers 11–19 are built from ten, ones, and some further ones (K.NBT.A) to support grade 1 understanding of place value.
■ **1.NBT.C.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 (e.g., base ten blocks) 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,	n/a	*Emphasize* the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.

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ones and ones; and sometimes it is necessary to compose a ten. We are learning to/that… ▪ sometimes it is necessary to compose tens when adding ▪ compose tens when adding two-digit numbers, if necessary ▪ when adding two-digit numbers, one adds tens and tens, ones and ones ▪ 10, 20, 30, 40, 50, 60, 70, 80, and 90 are multiples of 10 ▪ add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ▪ relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve ▪ add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on		

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place value, properties of operations, and/or the relationship between addition and subtraction ▪ relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve		
■ **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. We are learning to/that… ▪ mentally find 10 more or 10 less than any given two-digit number, without having to count ▪ explain how to mentally find 10 more or 10 less than any given two-digit number	n/a	*Emphasize* the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.
■ **1.NBT.C.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.	n/a	*Emphasize* the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.

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We are learning to/that… ▪ subtract multiples of 10 from multiples of 10 using concrete models or drawings (multiples of 10 less than or equal to 90) ▪ subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) ▪ subtract multiples of 10 from multiples of 10 using the relationship between addition and subtraction (multiples of 10 less than or equal to 90) ▪ relate the strategy used to subtract multiples of 10 from multiples of 10 to a written method ▪ explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90)		

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Domain: Measurement and Data

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
■ **1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. We are learning to/that… ▪ length is measured from one endpoint to another ▪ use a third object to compare lengths of two objects that may not be moved ▪ order three objects by length	◎ **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. We have learned to/that… ▪ compare two objects that share a measurable attribute to see which object has "more of"/"less of" the attribute ▪ describe the difference between two objects that share the same measurable attribute**	No special considerations for curricula well aligned to measuring lengths indirectly by iterating length units, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.
■ **1.MD.A.2** 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	◎ **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.	No special considerations for curricula well aligned to measuring lengths indirectly by iterating length units, as detailed in this standard/cluster. Time spent on instruction and practice should **not** be reduced.

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We are learning to/that… ▪ the length of an object is the number of same-size length units that span it with no gaps or overlaps ▪ express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end	We have learned to/that… ▪ objects have measurable attributes, such as length or weight. ▪ describe measurable attributes of objects, such as length or weight. ▪ describe several measurable attributes of a single object	
⊙ **1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks. We are learning to/that… ▪ tell and write time to the hour using analog and digital clocks ▪ tell and write time to the half-hour using analog and digital clocks	n/a	*Eliminate* lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).
☐ **1.MD.C.4** Organize, represent, and interpret data with up to three categories; 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. We are learning to/that… ▪ organize and represent data with up to three categories ▪ interpret data with up to three categories by stating observations about the data	☐ **K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10) We have learned to/that… ▪ classify objects into given categories ▪ count the number of objects in a category and sort the categories of objects by their count	*Eliminate* lessons devoted to representing and interpreting data. *Do not eliminate* problems about using addition and subtraction to solve problems about the data.

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▪ ask and answer questions about the total number of data points, the number in each category, and how many more or less are in one category than in another		

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Domain: Geometry

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations _SAP_ recommendation to preserve or reduce time in 20-21 as compared to a typical year
⊙ **1.G.A.1** 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. We are learning to/that… ▪ distinguish between defining and non-defining attributes ▪ build and draw shapes that have particular defining attributes	⊙ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. We have learned to/that… ▪ the name of a shape does not change when orientation and size change ▪ correctly name squares, circles, triangles, rectangles and hexagons of different sizes and orientations ▪ orientation and size do not change the shape (cubes, cones, cylinders and spheres) ▪ correctly name cubes, cones, cylinders, and spheres ⊙ **K.G.A. 3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). We have learned to/that… ▪ two-dimensional shapes are "flat" (lying in a plane) ▪ three-dimensional shapes are "solid" ▪ identify shapes as two-dimensional or three-dimensional	_Combine_ lessons to address key concepts of defining attributes of shapes and composing shapes in order to _reduce_ the amount of time spent on this standard/cluster.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	☐ **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). We have learned to/that… ■ describe the parts of two- and three-dimensional shapes (e.g., number of sides, faces, vertices/ "corners") ■ compare by describing similarities, differences, parts, and other attributes of two- and three-dimensional shapes using informal language	
◎ **1.G.A.2** 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. We are learning to/that… ■ a composite shape is a shape built by combining other shapes ■ compose two-dimensional shapes (rectangles, squares, trapezoids, triangles,	☐ **K.G.B.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" We have learned to/that… ■ simple shapes can join to compose larger shapes ■ compose simple shapes to form larger shapes	*Combine* lessons to address key concepts of defining attributes of shapes and composing shapes in order to *reduce* the amount of time spent on this standard/cluster.

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half-circles, and quarter-circles) to create a composite shape ▪ compose new shapes from composite shapes is a shape built by combining other shapes ▪ compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape ▪ compose new shapes from composite shapes		
⊙ **1.G.A.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. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. We are learning to/that… ▪ partition means to split a shape into smaller parts, also called shares ▪ partition circles and rectangles into two equal shares and describe each share using the word "halves" or the phrase "half of" ▪ partition circles and rectangles into four equal shares and describe each share using the word "fourths" or the phrase "fourth of"	n/a	*Combine* lessons to address key concepts of defining attributes of shapes and composing shapes in order to *reduce* the amount of time spent on this standard/cluster.

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