



Standards for Mathematical Practice:	Literacy Skills for Mathematical Proficiency
<ul style="list-style-type: none"> <li>● MP1: Make sense of problems and persevere in solving them.</li> <li>● MP2: Reason abstractly and quantitatively.</li> <li>● MP3: Construct viable arguments and critique the reasoning of others.</li> <li>● MP4: Model with mathematics.</li> <li>● MP5: Use appropriate tools strategically.</li> <li>● MP6: Attend to precision.</li> <li>● MP7: Look for and make use of structure.</li> <li>● MP8: Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>● MLS1: Use multiple reading strategies.</li> <li>● MLS2: Understand and use correct mathematical vocabulary.</li> <li>● MLS3: Discuss and articulate mathematical ideas.</li> <li>● MLS4: Write mathematical arguments.</li> </ul>

### WIDA Standards Alignment

The WIDA English Language Development (ELD) Standards Framework provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.

<p><b>ELD: MA.1.Inform.Interpretive:</b> identify concept entity, describe attributes and characteristics.</p>	<p><b>ELD: MA.1.Inform.Expressive:</b> Construct mathematical informational texts that define or classify concept or entity, describe a concept or entity, compare/contrast concepts or entities.</p>
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Bristol Tennessee City Schools adopted *Reveal Math* from McGraw Hill for Kindergarten through 5<sup>th</sup> grade and will continue implementation in the 2023-24 school year.

Engage. Challenge. Inspire.



**Grade 1 Reveal Math  
Curriculum Map 2023-2024**

**Quarter 1  
August 8 - October 6**

**Unit 1 Standards**

**K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10.

**K.OA.A.2** Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.

**K.G.B.4** Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.

**K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ) by using objects or drawings. Record each decomposition using a drawing or writing an equation.

**K.CC.B.5** Understand the relationship between numbers and quantities; connect counting to cardinality.

**Unit 2 Standards**

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**1.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials. For example: 1, 3, 5, ...; 2, 4, 6, ...; 5, 10, 15, ...; etc.

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

**Unit 3: Standards**

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

**1.NBT.B.4** Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols  $>$ ,  $=$ , and  $<$  to show the relationship.



## Quarter 2

### October 17 - December 20

#### Unit 4 Standards

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade.

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)

**1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g.,  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ ).

**1.OA.D.7** Understand the meaning of the equal sign (e.g.,  $6 = 6$ ;  $5 + 2 = 4 + 3$ ;  $7 = 8 - 1$ ). Determine if equations involving addition and subtraction are true or false.



## Unit 5 Standards

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade.

**1.OA.B.4** Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve  $10 - 8 = \underline{\quad}$ , a student can use  $8 + \underline{\quad} = 10$ .

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g.,  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ ).

**1.OA.D.7** Understand the meaning of the equal sign (e.g.,  $6 = 6$ ;  $5 + 2 = 4 + 3$ ;  $7 = 8 - 1$ ). Determine if equations involving addition and subtraction are true or false.



## Unit 6 Standards

**1.G.A.1** Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

**1.G.A.2** Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter-circles) or threedimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).

## Unit 7 Standards

**1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade.

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g.,  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ ).

**1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.



Quarter 3  
January 8 - March 15

### Unit 8 Standards

**K.OA.A.1** Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g.,  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ ).

### Unit 9 Standards

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**1.NBT.C.5** Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.



## Unit 10 Standards

**1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade.

**1.OA.B.4** Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve  $10 - 8 = \underline{\quad}$ , a student can use  $8 + \underline{\quad} = 10$ .

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g.,  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ ).

**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract.

## Unit 11 Standards

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

**1.NBT.C.7** Subtract multiples of 10 from any number in the range of 10-99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.



**Quarter 4**  
**March 25 - May 21**

**Unit 12 Standards**

**1.MD.A.1** Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.

**1.MD.A.2** Measure the length of an object using nonstandard units (paper clips, cubes, etc.) and express this length as a whole number of units.

**1.MD.B.3** Recognize a clock as a measurement tool. Tell and write time in hours and half-hours using analog and digital clocks.

**1.MD.C.5** Organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. 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.MD.B.4** Count the value of a set of like coins less than one dollar using the ¢ symbol only.

**Unit 13 Standards**

**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 partitioning into more equal shares creates smaller shares.