

# GRADE 1

## Operations & Algebraic Thinking

- 1.OA.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.OA.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.
- 1.OA.3** Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known.
- 1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.
- 1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.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.
- 1.OA.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?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
- 1.OA.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  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .

## Geometry

- 1.G.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.
- 1.G.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.
- 1.G.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.

## Number & Operations in Base 10

- 1.NBT.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.
- 1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.
- 1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .
- 1.NBT.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.
- 1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.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.

## Measurement & Data

- 1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.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.
- 1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.
- 1.MD.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.

# Georgia Common Core 1st Grade Unit 4

**G Thomas**



#### **Georgia Common Core 1st Grade Unit 4:**

Part 1, General Issues in Elementary and Secondary Education United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1977 **Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fifth Congress, First Session, on H.R. 15, to Extend for Five Years Certain Elementary, Secondary, and Other Education Programs ...: Special projects act and misc. programs** United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1977 **Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fifth Congress, first session, on H.R. 15, to extend for five years certain elementary, secondary, and other education programs ....** United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1977

*Resources in Education* ,1998 **Common Core Curriculum: English, Grades K-5** Great Minds,2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K 5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA **Part 7, Special Projects Act and Miscellaneous Programs** United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1977 **Common Core Curriculum: English, Grades 6-8** Great Minds,2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 6 8 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English

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**Common Core Curriculum: English, Grades 9-12** Great Minds,2014-04-16 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9 12 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

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Common Core Curriculum Maps in English Language Arts Great Minds,2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus D C and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 6 8 Each grade is broken down into six units that include focus

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*Success in School and Career* Andrea M. Nelson-Royes,2013-12-16

*Success in School and Career* Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants

**Common Core Fifth Grade 4 Today** Carson-Dellosa Publishing,2014-08-01

*Common Core Fifth Grade 4 Today* Daily Skill Practice provides the perfect standards based activities for each day of the week Reinforce math and language arts Common Core State Standards along with science and social studies topics all year long in just a few minutes a day Review essential skills in math language arts science and social studies during a four day period and assess on the fifth day with a writing prompt that corresponds with the week s activities

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*Common Core 4 Today* will make integrating cross curricular practice into weekly classroom instruction a breeze

*Teaching About Dialect Variations and Language in Secondary English Classrooms* Michelle D. Devereaux,2014-10-17

Standardized tests demand Standard English but secondary students grades 6 12 come to school speaking a variety of dialects and languages thus creating a conflict between students language of nurture and the expectations of school The purpose of this text is twofold to explain and illustrate how language varieties function in the classroom and in students lives and to detail linguistically informed instructional strategies Through anecdotes from the classroom lesson plans and accessible narrative it introduces theory and clearly builds the bridge to daily classroom practices that respect students language varieties and use those varieties as strengths upon which secondary English teachers can build The book explains how to teach about language variations and ideologies in the classroom uses typically taught texts as models for exploring how power society and identity interact with language literature and students lives connects the Common Core State Standards to the concepts presented and offers strategies to teach the sense and structure of Standard English and other language variations so that all students may add Standard English to their linguistic toolboxes

**Federal Register** ,1945

**Bulletin of the Atomic Scientists** ,1996-05

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resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists  
the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world **The Oil and Gas Journal** ,1944

Academic Language in Diverse Classrooms: Mathematics, Grades 6-8 Margo Gottlieb,Gisela Ernst-Slavit,2013-05-09

Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning The Engineer ,2002 Title List of Documents Made Publicly Available ,1989 The Commercial & Financial Chronicle ... ,1922

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## **Table of Contents Georgia Common Core 1st Grade Unit 4**

1. Understanding the eBook Georgia Common Core 1st Grade Unit 4
  - The Rise of Digital Reading Georgia Common Core 1st Grade Unit 4
  - Advantages of eBooks Over Traditional Books
2. Identifying Georgia Common Core 1st Grade Unit 4
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Georgia Common Core 1st Grade Unit 4
  - User-Friendly Interface
4. Exploring eBook Recommendations from Georgia Common Core 1st Grade Unit 4
  - Personalized Recommendations
  - Georgia Common Core 1st Grade Unit 4 User Reviews and Ratings
  - Georgia Common Core 1st Grade Unit 4 and Bestseller Lists
5. Accessing Georgia Common Core 1st Grade Unit 4 Free and Paid eBooks
  - Georgia Common Core 1st Grade Unit 4 Public Domain eBooks
  - Georgia Common Core 1st Grade Unit 4 eBook Subscription Services
  - Georgia Common Core 1st Grade Unit 4 Budget-Friendly Options

6. Navigating Georgia Common Core 1st Grade Unit 4 eBook Formats
  - ePub, PDF, MOBI, and More
  - Georgia Common Core 1st Grade Unit 4 Compatibility with Devices
  - Georgia Common Core 1st Grade Unit 4 Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Georgia Common Core 1st Grade Unit 4
  - Highlighting and Note-Taking Georgia Common Core 1st Grade Unit 4
  - Interactive Elements Georgia Common Core 1st Grade Unit 4
8. Staying Engaged with Georgia Common Core 1st Grade Unit 4
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Georgia Common Core 1st Grade Unit 4
9. Balancing eBooks and Physical Books Georgia Common Core 1st Grade Unit 4
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Georgia Common Core 1st Grade Unit 4
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Georgia Common Core 1st Grade Unit 4
  - Setting Reading Goals Georgia Common Core 1st Grade Unit 4
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Georgia Common Core 1st Grade Unit 4
  - Fact-Checking eBook Content of Georgia Common Core 1st Grade Unit 4
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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