

## Math Grade 1 CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at [https://wiki.ncscpartners.org/index.php/Instructional\\_Families](https://wiki.ncscpartners.org/index.php/Instructional_Families).

LPF Strand	CCC										
Data Analysis, Probability and Statistics	1.DPS.1a2 Select questions that ask about “How many” and represent up to three categories that can be concretely represented 1.MD.C.4	1.DPS.1a3 Identify 2 categories resulting from a selected question 1.MD.C.4	1.DPS.1a4 Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category 1.MD.C.4	1.DPS.1c1 Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories 1.MD.C.4	1.DPS.1d1 Interpret a picture graph to answer questions about how many in each category 1.MD.C.4	1.DPS.1e1 Compare the values of the 2 categories of data in terms of more or less 1.MD.C.4					
Geometry	1.GM.1b1 Identify shapes as two-dimensional (lying flat) or	1.GM.1b2 Distinguish two-dimensional shapes based upon their	1.GM.1c 2 Compose two- and three--dimensional shapes 1.G.A.3	1.GM.1f1 Partition circles and rectangles into two equal parts 1.G.A.3							

Developed for the SD DoE by



For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or [www.keystoneassessment.com](http://www.keystoneassessment.com)  
No affiliation with the National Center and State Collaborative is inherent or implied.

2015

	three dimension al (solid) K.G.A.3	defining attributes (i.e., size, corners, and points) 1.G.A.1									
Measurement	1.ME.1a2 Identify minutes and hours on a digital clock 1.MD.B.3	1.ME.1b3 Order up to 3 objects based on a measurable attribute (height, weight, length) 1.MD.A.1	1.ME.1b4 Compare the lengths of two objects indirectly by using a third object 1.MD.A.1	1.ME.1c1 Compare 2 units of measurement and identify which unit would require more or less when measuring a selected object. (I can measure with paper clips or markers, which unit will require more to measure the table?)	1.ME.2a2 Use time to sequence up to 3 events, using a digital or analog clock 1.MD.B.3	1.ME.2a1 Measure using copies of one object to measure another 1.MD.A.1	1.ME.2b1 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object end to end 1.MD.A.2				

Developed for the SD DoE by



For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or [www.keystoneassessment.com](http://www.keystoneassessment.com)  
 No affiliation with the National Center and State Collaborative is inherent or implied.

				1.MD.A.2							
Number Operations	1.NO.1a5 Rote count up to 31 K.CC.A.1	1.NO.1a6 Rote count up to 100 K.CC.A.1	1.NO.1a7 Count forward beginning from any given number below 10 K.CC.A.2	1.NO.1d3 Identify numerals 0-31 K.CC.A.3	1.NO.1d4 Identify the numeral up to 31 when presented the name K.CC.A.3	1.NO.1e2 Write or select the numerals 0-31	1.NO.1c1 Use a number line to count up to 31 objects by matching 1 object per number K.CC.B.4	1.NO.1a7 Count forward beginning from any given number below 10 K.CC.A.2	1.NO.1h2 Identify the value of the numbers in the tens and ones place within a given number up to 31. 1.NBT.B.2	1.NO.1h1 Build representations of numbers up to 19 by creating a group of 10 and some 1s K.NBT.A.1	1.NO.1i1 Recognize zero as representing none or no objects K.CC.A.3
	1.NO.1i2 Recognize zero as an additive identity 1.OA.B.3	1.NO.1c1 Use a number line to count up to 31 objects by matching 1 object per number K.CC.B.4	1.NO.1a8 Count up to 31 objects in a line, rectangle, or array K.CC.B.4	1.NO.1b3 Compare 2 sets and identify the set that is either greater than or less than the other set K.CC.C.6	1.NO.1f2 Order up to 3 sets with up to 10 objects in each set K.CC.C.6	1.NO.1f3 Order up to 3 sets with up to 20 objects in each set K.CC.C.6	1.NO.1f4 Order up to 3 numbers up to 31 K.CC.C.6	1.NO.1f5 Identify the smaller or larger number given 2 numbers between 0-31 K.CC.C.7	1.NO.1h3 Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number,	1.NO.2a5 Count 2 sets to find sums up to 10 K.OA.A.2	1.NO.2a6 Count 2 sets to find sums up to 20 1.OA.C.6

Developed for the SD DoE by



2015

For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or [www.keystoneassessment.com](http://www.keystoneassessment.com)  
No affiliation with the National Center and State Collaborative is inherent or implied.

									smaller number) 1.NBT.B.3		
	1.NO.2a4 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 or select the answer K.OA.A.4	1.NO.2a5 Count 2 sets to find sums up to 10 K.OA.A.2	1.NO.2a7 Decompose a set of up to 10 objects into a group; count the quantity in each group K.OA.A.3	1.NO.2a8 Decompose a set of up to 20 objects into a group; count the quantity in each group 1.OA.C.6	1.NO.2a9 Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem 1.OA.A.1	1.NO.2a10 Use data presented in graphs (i.e., pictorial, object) to solve one step “how many more” or “how many less” word problems 1.OA.A.1	1.NO.2a11 Solve word problems within 20 1.OA.A.1	1.NO.2c1 Identify and apply addition and equal signs 1.OA.D.7			
Patterns	1.PRF.1b3 Using objects or pictures respond appropriately to “add ___” and	1.PRF.1c2 Solve one step addition and subtraction word problems	1.PRF.2a4 Use a number line to extend the numerical patterns that grow	1.PRF.2b2 Create a growing pattern using numbers or objects No CCSS	1.PRF.2c1 Identify the rule of a given arithmetic pattern No CCSS linked						

Developed for the SD DoE by



For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or [www.keystoneassessment.com](http://www.keystoneassessment.com)  
No affiliation with the National Center and State Collaborative is inherent or implied.

	“take away ___” 1.OA.A.1	where the change or result is unknown (4+_=7) or (4 + 3 = ___), within 20 using objects, drawings, pictures 1.OA.A.1	at a constant rate (2,4,6,8) No CCSS linked	linked							
--	--------------------------------	---	--	--------	--	--	--	--	--	--	--

Developed for the SD DoE by



2015

For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or [www.keystoneassessment.com](http://www.keystoneassessment.com)  
 No affiliation with the National Center and State Collaborative is inherent or implied.