



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

This document is designed to help North Carolina educators teach the Common Core. NCDPI staff are continually updating and improving these tools to better serve teachers.

1st Grade Math Curriculum Crosswalk

The following document is to be used to compare the 2003 North Carolina Mathematics Standard Course of Study and the Common Core State Standards for Mathematics.

As noted in the Common Core State Standards for Mathematics document, the instructional time in Grade 1 should focus on four critical areas:

- (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- (2) developing understanding of whole number relationships and place value, including grouping in tens and ones;
- (3) developing understanding of linear measurement and measuring lengths as iterating length units; and
- (4) reasoning about attributes of, and composing and decomposing geometric shapes.

To download the Common Core State Standards, please visit <http://www.corestandards.org/the-standards>.

Important Note: The current SCoS will continue to be the taught and tested standards in the 2010-11 and 2011-12 school years. We expect the new Common Core standards to be taught and assessed in schools for the first time in the 2012-13 school year. That said, we are providing resources now and over the next two-years so that schools and teachers can get a head start on internalizing and planning to teach the new standards.

NC SCOS			Common Core					
Strand	Object	Text of objective	Domain	Standard	Cluster	Comments		
					Text of objective			
Number & Operations	1.01	Develop number sense for whole numbers through 99.	Number & Operations in Base 10	1.NBT.2.a	Understand Place Value.	This is a conceptual leap to go from counting to ten to making a group of ones called a “ten.”		
					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.”			
		a) Connect the model, number word, and number using a variety of representations.	Number & Operations in Base Ten	1.NBT.2.c	Understand Place Value.		Areas to focus on include counting over the decade numbers, knowing the decades in order, and the transition over the century with the transitions over decades, again (e.g. from 109 to 110, 111, and 119 to 120).	
					Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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).			
		b) Use efficient strategies to count the number of objects in a set.	Number & Operations in Base Ten	1.NBT.1	Extend the counting sequence.			
					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.			
c) Read and write numbers.	Number & Operations in Base Ten	1.NBT.1	Extend the counting sequence.					
			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.					

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		d) Compare and order sets and numbers.		1.NBT.3	Understand Place value. Compare two two-digit numbers based on meaning of the tens and ones digits, recording results of comparisons with the symbols $>$, $=$, $<$.	
		e) Build understanding of place value (ones, tens).			Number & Operations in Base 10 1.NBT.2.b	
		f) Estimate quantities fewer than or equal to 100.				
		g) Recognize equivalence in sets and numbers 1-99.				
	1.02	Use groupings of 2s, 5s, and 10s with models and pictures to count collections of objects.	Operations & Algebraic Thinking	1.OA.5	Add and Subtract within 20. Relate counting to addition and subtraction (e.g. by counting on 2 to add 2).	Important note for student understanding: Skip counting is a way to count actual groups of items, not a different way to count individual items.
	1.03	Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and			1.OA.1 Represent and solve problem involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,	

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		decomposing quantities, using doubles, and making tens.			Text of objective		
					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.		
				Operations & Algebraic Thinking	1.OA.4	Represent and solve problems involving addition and subtraction.	
						Understand subtraction as an unknown-addend problem. <i>For example: subtract 10 – 8 by finding the number that makes 10 when added to 8.</i>	
				Operations & Algebraic Thinking	1.OA.6	Add and subtract within 20.	
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 $6 + 6 + 1 = 12 + 1 = 13$).							
			Operations & Algebraic Thinking	1.OA.8	Work with addition and subtraction equations.		
					Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = __ - 3$, $6 + 6 = __$.</i>		

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1.O4		Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).	1.OA.2	<p>Represent and solve problems involving addition and subtraction.</p> <p>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.</p>		
				<p>Reason with shapes and their attributes.</p> <p>Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>half</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	Division by 2 and 4 is to build on students' early understanding of halving and halving again to get 4 fair shares. Dividing by three to get thirds is more difficult.	
			Operations & Algebraic Thinking	1.OA.3	<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>Apply properties of operations as strategies to add and subtract.³ <i>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).</i> Students need not use formal terms for these properties.</p>	Students need not use formal terms for these properties.
				1.OA.4	<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>Understand subtraction as an unknown-addend problem. <i>For example: subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p>	

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				<p>Cluster</p> <p>Text of objective</p>	
			Operations & Algebraic Thinking	<p>1.OA.6</p> <p>Add and subtract within 20.</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p>	
				<p>1.OA.7</p> <p>Work with addition and subtraction equations.</p> <p>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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	This is important to develop the meaning of the “=” sign as the <i>value</i> of the number or expression on each side <i>is the same</i> as the other side. The equals sign does not mean “the answer is coming.”
				<p>1.OA.8</p> <p>Work with addition and subtraction equations.</p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \underline{\quad} - 3$, $6 + 6 = \underline{\quad}$.</i></p>	

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			Number & Operations in Base Ten	1.NBT.4	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>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 upon 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.</p>		
					1.NBT.5	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	
						1.NBT.6	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 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.</p>

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Measurement	2.01	For given objects: a) Select an attribute (length, capacity, mass) to measure (use non-standard units).				Moved to Kindergarten in Common Core.	
		b) Develop strategies to estimate size.					
		c) Compare, using appropriate language, with respect to the attribute selected.					
	2.02	Develop an understanding of the concept of time.	Measurement & Data	1.MD.1	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object.		
		a) Tell time to the hour and half hour			1.MD.3	Tell and write time. Tell and write time in hours and half-hours using analog and digital clocks.	
		b) Solve problems involving application of time (clock and calendar).				1.MD.3	Tell and write time. Tell and write time in hours and half-hours using analog and digital clocks.
					Moved to 3 rd grade in Common Core.		

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				1.MD.2	<p>Measure lengths indirectly and by iterating length units.</p> <p>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-sized length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	
Geometry	3.01	Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.	Geometry	1.G.2	<p>Reason with Shapes and their attributes.</p> <p>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.⁴</p>	<p>⁴Students do not need to learn formal names such as “right rectangular prism.”</p>
	3.02	Identify, build and name cylinders, cones, and rectangular prisms.		1.G.2	<p>Reason with Shapes and their attributes.</p> <p>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.</p>	
	3.04	Solve problem involving spatial visualization.				

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Data Analysis and Probability	4.01	Collect, organize, describe and display data using line plots and tallies.	Measurement & Data	1.MD.4	Represent and interpret data. 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.	
	4.02	Describe events as certain, impossible, more likely or less likely to occur.				
Algebra	5.01	Sort and classify objects by two attributes.	Geometry	1.G.1	Reason with shapes and their attributes. 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.	
	5.02	Use Venn diagrams to illustrate similarities and differences in two sets.				
	5.03	Create and extend patterns, identify the pattern unit and translate into other forms.				