Everyday Mathematics

Grade 1 Grade-Level Goals   **3rd Edition**

Content Strand: Number and Numeration		
Program Goal	**Content Thread**	**Grade-Level Goals**
Understand the Meanings, Uses, and Representations of Numbers	*Rote counting*	Goal 1 Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100 with and without number grids, number lines, and calculators.
	Rational counting	Goal 2 Count collections of objects accurately and reliably; estimate the number of objects in a collection.
	Place value and notation	Goal 3 Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places.
	Meanings and uses of fractions	Goal 4 Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or a collection; describe the model.
	Number theory	Goal 5 Use manipulatives to identify and model odd and even numbers.
Understand Equivalent Names for Numbers	*Equivalent names for whole numbers*	Goal 6 Use manipulatives, drawings, tally marks, and numerical expressions involving addition and subtraction of 1- or 2-digit numbers to give equivalent names for whole numbers up to 100.
Understand Common Numerical Relations	*Comparing and ordering numbers*	Goal 7 Compare and order whole numbers up to 1,000.

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Content Strand: Operations and Computation		
Program Goal	**Content Thread**	**Grade-Level Goals**
Computes Accurately	*Addition and subtraction facts*	Goal 1 Demonstrate proficiency with +/– 0, +/– 1, doubles, and sum-equals-ten addition and subtraction facts such as 6 + 4 = 10 and 10 – 7 = 3.
	Addition and subtraction procedures	Goal 2 Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 1- or 2-digit whole numbers; calculate and compare the values of combinations and coins.
Make Reasonable Estimates	*Computational estimation*	Goal 3 Estimate reasonableness of answers to basic fact problems (e.g., Will 7 + 8 be more or less than 10?).
Understand Meanings of Operations	*Models for the operations*	Goal 4 Identify change to more, change-to-less, comparison, and parts-and-total situations.

Content Strand: Data and Chance		
Program Goal	**Content Thread**	**Grade-Level Goals**
Select and Create Appropriate Graphical Representations of Collected or Given Data	*Data collection and representation*	Goal 1 Collect and organize data to create tally charts, tables, bar graphs, and line plots.
Analyze and Interpret Data	*Data analysis*	Goal 2 Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set.
Understand and Apply Basic Concepts of Probability	*Qualitative probability*	Goal 3 Describe events using *certain*, *likely*, *unlikely*, *impossible* and other basic probability terms.

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Content Strand: Measurement and Reference Frames		
Program Goal	**Content Thread**	**Grade-Level Goals**
Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements	*Length, weight, and angles*	Goal 1 Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools.
	Money	Goal 2 Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills; make exchanges between coins.
Use and Understand Reference Frames	*Temperature*	Goal 3 Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest 10°.
	Time	Goal 4 Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock.

Content Strand: Geometry		
Program Goal	**Content Thread**	**Grade-Level Goals**
Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes	*Plane and solid figures*	Goal 1 Identify and describe plan and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.
Apply Transformations and Symmetry in Geometric Situations	*Transformations and symmetry*	Goal 2 Identify shapes having lines symmetry; complete line-symmetric shapes or designs.

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Content Strand: Patterns, Functions, and Algebra		
Program Goal	**Content Thread**	**Grade-Level Goals**
Understand Patterns and Functions	*Patterns and functions*	Goal 1 Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, "What's My Rule?" tables, and Frames-and-Arrows diagrams.
Use Algebraic Notation to Represent and Analyze Situations and Structures	*Algebraic notation and solving number sentences*	Goal 2 Read, write, and explain expressions and number sentences using the symbols +, − , and = and the symbols > and < with cues; solve equations involving addition and subtraction.
	Properties of the arithmetic operations	Goal 3 Apply the Commutative Property of Addition and the Additive Identity to basic addition fact problems.