



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
INSTRUCTIONAL SERVICES
STANDARDS AND BENCHMARKS
MATHEMATICS**

GRADE 1
STANDARD A: MATHEMATICAL PROCESSES
Representation, Reasoning, Problem Solving
Communication, Connections
<i>I can create and solve addition and subtraction number stories.</i>
A-1.1
<i>I can record and explain math ideas using math vocabulary (e.g., words, numbers, symbols, pictures, and graphs).</i>
A-2.1
<i>I can check that the answer makes sense.</i>
A-3.1
<i>I can find examples of math in the real world.</i>
A-4.1
STANDARD B: NUMBER OPERATIONS AND RELATIONSHIPS
Number Concepts
Number Computation
<i>I can name a number before and after another number to 50+.</i>
B-1.1
<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, equivalent names for numbers, and name-collection routines).</i>
B-2.1
<i>I can read two- and three-digit numbers.</i>
B-3.1
<i>I can count by ones, fives, and tens to 300+ (e.g., using a variety of starting and ending points).</i>
B-4.1
<i>I can count by twos to 100+ (e.g., using a variety of starting and ending points).</i>
B-5.1
<i>I can count back from 50+.</i>
B-6.1
<i>I can write two- and three-digit whole numbers.</i>
B-7.1
<i>I can rename numbers (e.g., in terms of tens and ones [$14=10+4$] and $14=7+7$).</i>
B-8.1

Most essential benchmarks appear in bold, italicized print.

GRADE 1
<i>I can identify place values in two- and three-digit whole numbers.</i>
<i>B-9.1</i>
<i>I can identify numbers as odd or even.</i>
<i>B-10.1</i>
<i>I can compare and order whole numbers less than 100 (using >, <, and =).</i>
<i>B-11.1</i>
<i>I can shade the fractional part of a whole (e.g., one-fourth and one-half).</i>
<i>B-12.1</i>
<i>I can memorize addition facts to 6+6.</i>
<i>B-13.1</i>
<i>I can compute subtraction facts to 12-6 using fact strategies.</i>
<i>B-14.1</i>
<i>I can count a combination of coins (i.e., penny, nickel, dime, quarter).</i>
<i>B-15.1</i>
<i>I can use mental math to add (e.g., $52+11 \rightarrow 52+10+1=63$ with and without using the number grid).</i>
<i>B-16.1</i>
STANDARD C: GEOMETRY AND SPATIAL SENSE
Two- and Three-Dimensional Figures
Spatial Relationships and Transformations
Coordinate Systems
<i>I can identify and describe a cube, sphere, cone, and cylinder (e.g., a can is an example of a cylinder).</i>
<i>C-1.1</i>
STANDARD D: MEASUREMENT
Measurable Attributes/Units
Direct Measurement
Indirect Measurement
<i>I can name and know the value of a penny, nickel, dime, quarter, and dollar.</i>
<i>D-1.1</i>
<i>I can describe penny, nickel, and dime exchanges.</i>
<i>D-2.1</i>
<i>I can tell time to the hour and half hour on analog and digital clocks.</i>
<i>D-3.1</i>
<i>I can measure with and read a ruler to the nearest centimeter or inch.</i>
<i>D-4.1</i>
STANDARD E: STATISTICS AND PROBABILITY
Data Analysis and Statistics
Probability
<i>I can make a simple bar graph.</i>
<i>E-1.1</i>

GRADE 1
<i>I can interpret and describe data from a bar graph.</i>
<i>E-2.1</i>
STANDARD F: ALGEBRAIC RELATIONSHIPS
Patterns, Relations, and Functions
Expressions, Equations, Inequalities
Properties
<i>I can describe patterns orally or in writing (i.e., attribute; geometric shape; and number, including What's My Rule?).</i>
<i>F-1.1</i>
<i>I can continue patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i>
<i>F-2.1</i>
<i>I can create patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i>
<i>F-3.1</i>
<i>I can count forward and back by ones and tens from any two-digit number using a variety of starting and ending points up to/back from 100 with a number grid to extend a number pattern.</i>
<i>F-4.1</i>
<i>I can use the = sign to mean "is the same as" (e.g., _____ = 4+2 means <u>what</u> "is the same as" 4+2; 3+1 "is the same as" 2+2) when solving basic facts.</i>
<i>F-5.1</i>
<i>I can demonstrate or explain the commutative property (turn-around rule) of addition (e.g., 3+4=7 and 4+3=7).</i>
<i>F-6.1</i>