

SIDE BY SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

PASS			Strand and Standard		
Strand	Standard #	PASS		Grade	Common Core State Standard
FIRST GRADE					
* Legends/Abbreviations can be found in a separate table.					
A	1	Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.			
A	1.1	Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).	OA.5	4	Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
A	1.2	Describe, extend and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).			
A	1.3	Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's and 10's.	CC.1	K	Know number names and the count sequence. Count to 100 by ones and by tens.

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A	1.4	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	OA.3	1	Understand and apply properties of operations and the relationship between addition and subtraction. Apply properties of operations as strategies to add and subtract. 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.) (Students need not use formal terms for these properties.)
A	1.4	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	OA.1	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
A	1.4	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	OA.2	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
A	1.4	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	OA.3	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
A	1.4	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	OA.4	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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 the answer with a drawing or equation.

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A	1.4	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	OA.5	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
N	2	Standard 2: Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.			
N	2.1a	Number Sense: Use concrete models of tens and ones to develop the concept of place value.	NBT.2	1	Understand place value. 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.” -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- 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).
N	2.1a	Number Sense: Use concrete models of tens and ones to develop the concept of place value.	NBT.3	1	Understand place value. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
N	2.1a	Number Sense: Use concrete models of tens and ones to develop the concept of place value.	NBT.1	K	Work with numbers 11-19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
N	2.1b	Number Sense: Compare objects by size and quantity (e.g., more than, less than, equal to).	NBT.3	1	Understand place value. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

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N	2.1b	Number Sense: Compare objects by size and quantity (e.g., more than, less than, equal to).	CC.6	K	Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
N	2.1c	Number Sense: Read and write numerals to 100.	NBT.1	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.
N	2.1d	Number Sense: Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).			
N	2.2a	Number Operations: Develop and apply the concepts of addition and subtraction. i. Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes). ii. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects. iii Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7+3=10$ and $10-3=7$).	OA.1	1	Represent and solve problems involving addition and subtraction. 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.
N	2.2a	Number Operations: Develop and apply the concepts of addition and subtraction. i. Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes). ii. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects. iii Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7+3=10$ and $10-3=7$).	OA.4	1	Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

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N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.1	1	Represent and solve problems involving addition and subtraction. 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.
N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.2	1	Represent and solve problems involving addition and subtraction. 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.
N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	NBT.4	1	Use place value understanding and properties of operations to add and subtract. 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.
N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.1	2	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.2	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.3	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.4	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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 the answer with a drawing or equation.
N	2.2b	Number Operations: Write addition and subtraction number sentences for problem-solving situations.	OA.5	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
N	2.2c	Number Operations: Acquire strategies for making computations using tens and ones to solve two- digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	OA.1	1	Represent and solve problems involving addition and subtraction. 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.

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N	2.2c	Number Operations: Acquire strategies for making computations using tens and ones to solve two- digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	OA.2	1	Represent and solve problems involving addition and subtraction. 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.
N	2.2c	Number Operations: Acquire strategies for making computations using tens and ones to solve two- digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	OA.5	1	Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
N	2.2c	Number Operations: Acquire strategies for making computations using tens and ones to solve two- digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	NBT.4	1	Use place value understanding and properties of operations to add and subtract. 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.
N	2.2c	Number Operations: Acquire strategies for making computations using tens and ones to solve two- digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	NBT.5	1	Use place value understanding and properties of operations to add and subtract. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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N	2.2c	Number Operations: Acquire strategies for making computations using tens and ones to solve two- digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	NBT.6	1	Use place value understanding and properties of operations to add and subtract. 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.
G	3	Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.			
G	3.1	Sort and identify congruent shapes.	G.1	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); for a wide variety of shapes; build and draw shapes to possess defining attributes.
G	3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	G.1	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); for a wide variety of shapes; build and draw shapes to possess defining attributes.
G	3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	G.2	1	Reason with shapes and their attributes. 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. (Students do not need to learn formal names such as “right rectangular prism.”)
G	3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	G.1	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

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G	3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	G.2	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
G	3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	G.3	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
G	3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	G.5	K	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
G	3.3	Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).	G.2	1	Reason with shapes and their attributes. 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. (Students do not need to learn formal names such as “right rectangular prism.”)
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G	3.3	Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).	G.5	K	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
G	3.4	Use language to describe relationships of objects in space (e.g., above, below, behind, between).	G.1	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
M	4	Standard 4: Measurement - The student will develop and use measurement skills in a variety of situations.			
M	4.1	Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.	MD.1	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.
M	4.1	Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.	MD.2	1	Measure lengths indirectly and by iterating length units. 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
M	4.2a	Time: Tell time on digital and analog clocks on the hour and half-hour.	MD.3	1	Tell and write time. Tell and write time in hours and half-hours using analog and digital clocks.
M	4.2b	Time: Develop the concepts of days, weeks, and months using a calendar.			
M	4.3	Money: Identify and name the value of pennies, dimes, nickels, and quarters.			
D	5	Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.			

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D	5.1a	Data Analysis: Organize, describe, and display data using concrete objects, pictures, or numbers.	MD.4	1	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.
D	5.1b	Data Analysis: Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).			
			OA.7	1	Work with addition and subtraction equations. 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.