

Concept	TEKS Standard	Common Core Standard
<b>Grade 1</b>		
<b>Whole Numbers</b>	1.02C use objects, pictures, and expanded and standard forms to represent numbers up to 120	1.NBT.A.1 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.
<b>Comparing Numbers</b>	1.02G represent the comparison of two numbers to 100 using the symbols $>$ , $<$ , or $=$	1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .
<b>Addition</b>	1.03F generate and solve problem situations when given a number sentence involving <b>addition</b> or subtraction of numbers within 20	1.OA.C.6 <b>Add</b> and subtract within 20, demonstrating fluency for addition and subtraction within 10.
<b>Subtraction</b>	1.03F generate and solve problem situations when given a number sentence involving addition or <b>subtraction</b> of numbers within 20	1.OA.C.6 Add and <b>subtract</b> within 20, demonstrating fluency for addition and subtraction within 10.
<b>Money</b>	1.04C use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
<b>Composing Objects</b>	1.05D represent word problems involving <b>addition</b> and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	1.OA.C.6 using the relationship between <b>addition</b> and subtraction; and creating equivalent but easier or known sums.
<b>Decomposing Objects</b>	1.05D represent word problems involving addition and <b>subtraction</b> of whole numbers up to 20 using concrete and pictorial models and number sentences	1.OA.C.6 using the relationship between addition and <b>subtraction</b> ; and creating equivalent but easier or known sums.
<b>Addition Operations</b>	1.05G apply properties of operations to <b>add</b> and subtract two or three numbers	1.OA.C.6 creating equivalent but easier or known sums.
<b>Subtraction Operations</b>	1.05G apply properties of operations to add and <b>subtract</b> two or three numbers	1.OA.C.6 creating equivalent but easier or known sums.
<b>Classify Shapes</b>	1.06A classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	1.G.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.
<b>Identify Shapes</b>	1.06D identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language	
<b>Identify Solids</b>	1.06E identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms including cubes, and triangular prisms, and describe their attributes using formal geometric language	
<b>Measurement</b>	1.07D describe a length to the nearest whole unit using a number and a unit	1.MD.A.2 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.
<b>Time</b>	1.07E tell time to the hour and half hour using analog and digital clocks	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
<b>Graphs</b>	1.08C draw conclusions and generate and answer questions using information from picture and bar-type graphs	1.MD.C.4 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.