Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Mathematics-Grade 1)	**Colorado Grade Level Expectations** (Grade 1-Mathematics)
I. Patterns and Classification	
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▪	1.2.1.A create and extend patterns using concrete materials (for example, use pattern blocks to create a pattern and has another student extend the pattern)
II. Numbers and Number Sense	
▪	1.1.1.A using objects and pictures, represent whole numbers from 0 to 100 in a variety of ways 1.1.2.A read and write numerals from 0 to 100 in meaningful contexts
▪	1.1.3.A count from 1 to 20 by 2's 1.1.3.B count from 1 to 100 by 1's, 5's and 10's 1.1.3.C starting with any whole number less than 100, count forward to 100
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▪	1.3.1.B display and explain data from a bar graph or tallies
▪	1.1.3.D use ordinal positions for first through twentieth
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▪	1.1.2.D order according to place value (for example, given 9 ones and 2 tens, the student can write the number 29; given the number 29 the student can show 2 tens and 9 ones)
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▪	1.1.1.B using objects, demonstrate the meanings of equal, less than, and greater than with the whole numbers 0 to 100 1.1.1.C apply equalities using the "=" symbol
▪	1.1.1.D using concrete materials, demonstrate the meanings of halves, thirds, and fourths of sets and wholes
▪	1.3.1.B display and explain data from a bar graph or tallies 1.3.2.A using a bar graph, interpret data for "more" and "fewer" or "most," "same," and "fewest" 1.3.3.A use survey data to make a prediction displayed on a bar graph
III. Money	
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▪	1.1.1.E demonstrate the value of nickels, dimes, quarters, and dollars in terms of pennies (for example, 25 pennies = 1 quarter) 1.5.1.H tell the number of minutes in an hour, days in a week, pennies in a nickel, dime, quarter, and dollar
IV. Computation	
A. Addition (using concrete objects, and paper and pencil)	1.6.1.A demonstrate the operations of addition and subtraction of whole numbers with concrete materials
▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)

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▪	1.6.3.A demonstrate understanding of basic addition sums to 20 and subtraction differences of 10
▪	1.1.4.A know the commutative property of addition of whole numbers
▪	1.1.4.B verify the addition and subtraction properties of zero with whole numbers
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▪	1.6.4.C using paper and pencil, demonstrate simple single-digit addition and subtraction
B. Subtraction (using concrete objects, and paper and pencil)	1.6.1.SA demonstrate the operations of addition and subtraction of whole numbers with concrete materials
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▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)
▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)
▪	1.6.3.A demonstrate understanding of basic addition sums to 20 and subtraction differences of 10
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C. Solving Problems and Equations	
▪	1.6.5.A given a real-world problem-solving situation, use the correct operation (addition or subtraction with concrete materials) and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem
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V. Measurement	
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▪	1.3.1.A gather data about recurring and quantifiable events (for example, daily temperature or attendance) 1.4.3.A measure the length of the sides of triangles, squares, rectangles to the nearest inch and centimeter 1.5.1.C estimate and measure the length of objects to the nearest inch, foot, and centimeter 1.5.1.D estimate and measure the capacity of a container in cups 1.5.1.E estimate and weigh an object on a balance with a non-standard unit 1.5.1.F measure temperature to the nearest 10 degrees Fahrenheit 1.5.1.G describe the units for measuring time, length, capacity, and temperature 1.5.2.A compare objects according to the measurable attributes of length, capacity, weight, and temperature 1.5.4.A use familiar objects as referents for measurement (for example, the length of the student's index finger is about two paper clips) 1.5.5.A select the appropriate units of measurement of time, length, capacity, and temperature
▪	1.4.4.A draw a picture or diagram to solve a problem (for example, use a circle to create a clock face; fold a rectangle to show one half) 1.5.1.A tell time to the nearest hour and half-hour, using an analog and digital clock 1.5.1.B name the days of the week in order 1.5.1.H tell the number of minutes in an hour, days in a week, pennies in a nickel, dime, quarter, and dollar 1.5.2.C compare and order various times
VI. Geometry	

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▪	1.4.2.B draw triangles, squares, rectangles, and circles 1.4.4.B manipulate pattern blocks to form a variety of geometric shapes
▪	1.4.2.A describe the number of sides in triangles and in quadrilaterals such as squares and rectangles
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▪	1.4.1.A recognize two-dimensional congruent figures in different positions 1.4.1.B create simple designs using concrete materials such as tangrams and pattern blocks
Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas**
Grade 2: Mathematics: Numbers and Number Sense	1.1.2.B read the number words for zero to ten
This can be covered in many other areas	1.1.2.C group objects by ones and tens
Grade 2: Mathematics: Numbers and Number Sense	1.1.2.E write one- and two-digit whole numbers in expanded form (for example, 29 = 20 + 9)
Grade 2: Mathematics: Numbers and Number Sense	1.1.3.E sequence selected whole numbers from 1 to 100
This can be covered in many other areas	1.1.5.A estimate a reasonable quantity for a given number of objects from 0 to 100
This can be covered in many other areas	1.2.2.A continue the pattern given in a table of data using numbers and/or concrete materials
This can be covered in many other areas	1.2.3.A continue a pattern from a table and verbally describe the pattern
This can be covered in many other areas	1.2.4.A using concrete or pictorial patterns, determine how the changes in one variable affects the change in another (for example, how changing the number of bicycles changes the number of wheels)
Grade 3: Mathematics: Numbers and Number Sense	1.3.3.B spin a spinner such as to generate and record results
Grade 3: Mathematics: Numbers and Number Sense	1.3.3.C analyze the results from flipping a two-colored counter or coin
Grade 3: Mathematics: Numbers and Number Sense	1.3.4.A determine the number of outcomes when flipping a coin
Grade 3: Mathematics: Numbers and Number Sense and Grade 5: Mathematics: Probability and Statistics	1.3.4.B using manipulatives or pictures, determine the possible combinations of matching a set containing one element with a set containing two elements
This can be covered in many other areas	1.5.2.B order objects according to the measurable attributes of length, capacity, weight, and temperature
Grade 4: Mathematics: Fractions	1.6.2.A using concrete materials or pictures, add and subtract halves, thirds, and fourths