Maryland
STATE DEPARTMENT OF EDUCATION

DRAFT Grade 1

Maryland College and Career Ready Standards for Mathematics

Standards Crosswalk Document

Mathematics Branch

May 2025

Number and Operation Sense (NOS)

Previously Number and Operations in Base Ten (NBT); Operations and Algebraic Thinking (OA)

1.NOS.A EXTEND THE COUNT SEQUENCE.

PREVIOUSLY 1.NBT.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.NOS.A.1	Count forward and backward within 120. a. Count forward and backwards by ones starting with any number. b. Skip count forward and backwards by tens	**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.
1.NOS.A.2	Read, write numerals, and represent a number of objects with a written numeral within 120.	**Not applicable**	Content separated from previous 1.NBT.A.1 as separate standard.

1.NOS.B UNDERSTAND PLACE VALUE.

PREVIOUSLY 1.NBT.B

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.NOS.B.3	Extend understanding of 10 as a group, collection, or bundle of ten ones to compose and decompose two-digit numbers. a. Compose and decompose two-digit numbers into tens and ones using objects or drawings, and equations (e.g., 10 + 4 = 14; 38 = 30 + 8). b. Describe a given number as the correct number of tens and ones (e.g., 14 is one ten and four ones; 38 is three tens and eight ones). c. Compose and decompose two-digit numbers in more than one way (e.g. 46 = 41 + 5 or 46 = 23 + 23).	**1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. a. Understand the following as a special case: 10 can be thought of as a bundle of ten ones -- called a “ten.” b. Understand the following as a special case: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. Understand the following as a special case: 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).
1.NOS.B.4	Compare two numbers within 100 by reasoning about values of tens and ones digits and the location of the numbers on a number line. Record the results of comparisons with the symbols >, =, and <.	**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 <.

1.NOS.C UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION.

PREVIOYSLY 1.OA.B

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.NOS.C.5	Apply the Commutative Property of Addition and Associative Property of Addition as a strategy to add.	**1.OA.B.3**	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, which equals 12. (Associative property of addition.) *Students need not use formal terms for these properties.
1.NOS.C.6	Use the inverse relationship between addition and subtraction to subtract.	**1.OA.B.4**	Understand subtraction as an unknown addend problem. For example, subtract 10−8 by finding the number that makes 10 when added to 8.

1.NOS.D ADD AND SUBTRACT WITHIN 20.

PREVIOUSLY 1.OA.C

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
Not applicable	Content embedded in 1.NOS.D.7.	**1.OA.C.5**	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.NOS.D.7	Recall or quickly derive addition and subtraction facts within 20. a. Use the count on and count back strategies to add and subtract (e.g., 4 + 1, 7 – 2, etc.). b. Use the make ten strategy to add and subtract with combinations of 10 (e.g., 7 + 3, 6 + 4, 10 – 3, 10 – 6, etc.). c. Use the ten more and ten less strategies to add and subtract (including those with a difference of 10). d. Use the doubles to add and subtract (e.g., 6 + 6 = 12, 14 – 7 = 7, etc.)	**1.OA.C.6**	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten (e.g. 8 + 6 = 8 + 2 + 4, which leads to 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13−3−1, which leads to 10−1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12−8=4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1, which equals 13).

1.NOS.E USE PLACE VALUE UNDERSTANDING AND PROPERTIES TO ADD AND SUBTRACT.

PREVIOUSLY 1.NBT.C

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.NOS.E.8	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. Understand that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose or decompose a ten. a. Use concrete models and drawings to add. b. Use counting strategies and strategies based on place value (e.g., partial sums, making tens, etc.) to add. c. Use properties of operations, and/or the inverse relationship between addition and subtraction to add. d. Represent and explain the calculation by connecting the strategy used to the meaning of addition.	**1.NBT.C.4**	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.
1.NOS.E.9	Given a two-digit number, identify 10 more or 10 less than the number, without having to count, and explain reasoning used.	**1.NBT.C.5**	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NOS.E.10	Subtract a multiple of 10 from another multiple of 10 within 90. a. Use concrete models or drawings to subtract. b. Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract. c. Represent and explain the calculation by connecting the strategy used to the meaning of subtraction.	**1.NBT.C.6**	Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 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.
1.NOS.E.11	Subtract a 1 digit-number from a 2-digit number (without regrouping). a. Use concrete models or drawings to subtract. b. Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract. c. Represent and explain the calculation by connecting the strategy used to the meaning of subtraction.	**Not applicable**	Standard added to support numeracy development (number and operation sense).

1.NOS.F UNDERSTAND EQUAL PARTS OF A WHOLE.

PREVIOUSLY 1.G.A REASON WITH SHAPES AND THEIR ATTRIBUTES.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.NOS.F.12	Partition circles and rectangles into equal shares (halves and fourths) recognizing that decomposing into more equal shares creates smaller shares. Determine how many equal shares are needed to make a whole (e.g., two halves).	**1.G.A.3**	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Algebraic Thinking (AT)

Previously Operations and Algebraic Thinking (OA)

1.AT.A SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

PREVIOUSLY 1.OA.A REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.; 1.OA.D WORK WITH ADDITION AND SUBTRACTION EQUATIONS.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.AT.A.1	Understand the meaning of the equal sign. Determine if equations involving addition and subtraction (on one or both sides of the equal sign) are true or false.	**1.OA.D.7**	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.
1.AT.A.2	Add and subtract within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (result unknown, change unknown, start unknown) by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.	**1.OA.A.1**	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.
Not applicable	Content embedded in 1.AT.A.2 and 1.NOS.C.5.	**1.OA.A.2**	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.
1.AT.A.3	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., 8 + ? = 13; 6 = ☐ – 2; 8 + 8 = ☐).	**1.OA.D.8**	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the question true in each of the equations 8+?= 11,5 =?−3,6 + 6 =?.

Geometric Reasoning (GR)

Previously Measurement and Data (MD); Geometry (G)

1.GR.A MEASURE LENGTHS INDIRECTLY AND BY ITERATIVE LENGTH UNITS.

PREVIOUSLY 1.MD.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.GR.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**1.MD.A.1**	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.GR.A.2	Use non-standard units (with no gaps or overlaps) to measure the length of an object to the nearest whole 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.GR.B REASON WITH SHAPES AND THEIR ATTRIBUTES.

PREVIOUSLY 1.G.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.GR.B.3	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).	**1.G.A.1**	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.GR.B.4	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.	**1.G.A.2**	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.

1.GR.C WORK WITH TIME AND MONEY.

PREVIOUSLY 1.MD.B TELL AND WRITE TIME.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.GR.C.5	Tell time in hours and half hours using a digital clock and estimate time intervals (1 hour, 30 minutes, 1 minute) for activities (e.g., sharpen pencil, soccer game, etc).	**1.MD.B.3**	Tell and write time in hours and half-hours using analog and digital clocks.
1.GR.C.6	Identify and know the value of coins (penny, nickel, dime, and quarter) and bills ($1, $5, $10, and $20).	**Not applicable**	Standard added to build foundation for work with money in Grade 2.

Reasoning with Data and Statistics (DS)

Previously Measurement and Data (MD)

1.DS.A REPRESENT AND INTERPRET DATA.

PREVIOUSLY 1.MD.C

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
1.DS.A.1	Ask and answer questions by collecting, organizing and summarizing data. a. Craft a question that can be answered by collecting categorical data. b. Collect and organize categorical data (into up to three categories) using surveys or observations. c. Represent data by creating tally charts. d. Summarize the data presented in tally charts using “most,” “least,” “greater than,” “less than,” and “equal to”.	**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.