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Acknowledgments

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ISBN 978-0-8454-K6909-5

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Answer Key

Unit 1 Numbers

Lesson 1 Numbers pp. 8–11

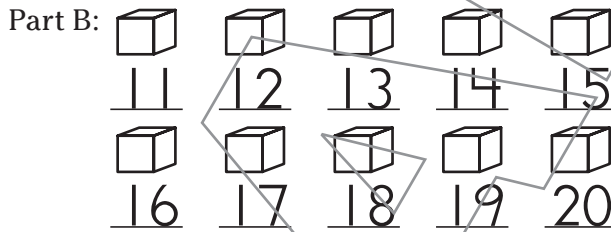
1. B [1.NBT.1]
2. A [1.NBT.1]
3. D [1.NBT.1]
4. C [1.NBT.1]
5. Constructed response [1.NBT.1]
Number: 7; Word name: Seven
6. Constructed response [1.NBT.1]
96
7. Constructed response [1.NBT.1]
Thirty-two
8. Extended response [1.NBT.1]
Part A: 18
Part B: Yes. *Explanations may vary but should say something like the following:* There are 18 flowers. The word name for 18 is eighteen.

Lesson 2 Counting pp. 12–15

1. C [1.NBT.1]
2. B [1.NBT.1]
3. B [1.NBT.1]
4. D [1.NBT.1]
5. A [1.NBT.1]
6. Constructed response [1.NBT.1]



7. Constructed response [1.NBT.1]
95, 96, 97, 98, 99, 100
8. Constructed response [1.NBT.1]
9
9. Extended response [1.NBT.1]
Part A: 11



Lesson 3 Place Value pp. 16–19

1. D [1.NBT.2.a]
2. A [1.NBT.2.b]
3. D [1.NBT.2.b]
4. C [1.NBT.2.b]
5. Constructed response [1.NBT.2.b]
Tens: 1; Ones: 9

6. Constructed response [1.NBT.2.b]
19
7. Constructed response [1.NBT.2.a]
Drawings may vary but should show ten of something.
8. Constructed response [1.NBT.2.b]
13
9. Extended response [1.NBT.2.b]
Part A: *Students should have circled 10 forks.*
Part B: 16. *Explanations may vary but should say something like the following:* There is 1 ten. Then there are 6 more forks. So there are 6 ones. The number has 1 ten and 6 ones. So the number is 16.

Lesson 4 More Place Value pp. 20–23

1. B [1.NBT.2.c]
2. A [1.NBT.2.c]
3. B [1.NBT.2.c]
4. C [1.NBT.2.c]
5. Constructed response [1.NBT.2.c]
Tens: 8; Number: 80
6. Constructed response [1.NBT.2.c]

Tens	Ones
2	0

7. Constructed response [1.NBT.2.c]
Tens: 6; Ones: 0
8. Extended response [1.NBT.2.c]
Part A: 7
Part B: 70 cents. *Explanations may vary but should say something like the following:* He has 7 tens. So he has 70 pennies in all. Each penny is 1 cent. So this is 70 cents.

Lesson 5 Comparing Numbers pp. 24–27

1. A [1.NBT.3]
2. C [1.NBT.3]
3. C [1.NBT.3]
4. B [1.NBT.3]
5. D [1.NBT.3]
6. Constructed response [1.NBT.3]
=
7. Constructed response [1.NBT.3]
No. Explanations may vary but should say something like the following: 24 has 2 tens. 42 has 4 tens. 4 tens is greater than 2 tens. He should have used the < symbol.

Common Core State Standards for Mathematics, Grade 1

Operations and Algebraic Thinking

1.OA

Represent and solve problems involving addition and subtraction.

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.
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.

Understand and apply properties of operations and the relationship between addition and subtraction.

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 $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); 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 $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$.*

Skills Analysis for Practice Test

- MC = Multiple Choice = 1 pt
- CR = Constructed Response = up to 2 pt
- ER = Extended Response = up to 3 pt

Student Name

<p>Operations and Algebraic Thinking MC: #1, 3, 6, 8, 9, 13, 15, 18, 25, 27, 28 CR: #32, 38, 43, 45, 49, 50 ER: #51 26 points possible</p>	<p>Number and Operations in Base Ten MC: #2, 4, 7, 11, 12, 21, 23, 26, 29 CR: #31, 34, 39, 41, 44, 47 ER: #53 24 points possible</p>	<p>Measurement and Data MC: #5, 10, 17, 19, 20, 30 CR: #33, 36, 40, 42, 48 ER: #52 19 points possible</p>	<p>Geometry MC: #14, 16, 22, 24 CR: #35, 37, 46 10 points possible</p>	<p>TOTAL SCORE 79 points possible</p>																