

Domain	Cluster	Code	CC Standard	Hawaiian Interpretation	Note
Operations and Algebraic Thinking Nā Hana Ho'omā-Kalakala a me Ka Mana'o Hō'ailona Helu	Represent and solve problems involving addition and subtraction.	1.OA.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.	Ho'ohana i ka ho'ohui a me ka ho'olawe a i ka 20 no ka ho'omākalakala 'ana i nā polopolema hua'ōlelo/mo'olelo nane e pili ana i nā hanana o ka ho'ohui pū 'ana, ka lawe 'ana, ka hui pū 'ana, ka wehe 'ana a me ka ho'ohālike 'ana me nā helu i 'ike 'ole 'ia ma nā kūlana a pau, e la'a, ma ka ho'ohana 'ana i nā mea, nā ki'i a me nā ha'ihelu e kū ai ka hō'ailona no ka helu i 'ike 'ole 'ia i ka hō'ike 'ana i ia polopolema/nane pilihelu.	
		1.OA.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.	Ho'omākalakala i nā polopolema hua'ōlelo/mo'olelo nane e pono ai ka ho'ohui 'ana i 'ekolu helu piha no lākou ka huina i emi a i 'ole i like i ka 20, e la'a, ma ka ho'ohana 'ana i nā mea, nā ki'i a me nā ha'ihelu e kū ai ka hō'ailona no ka helu i 'ike 'ole 'ia i ka hō'ike 'ana i ia polopolema/nane pilihelu.	
	Hō'ike i ke kū 'ana a ho'omākalakala i nā polopelema ho'ohui a ho'olawe.	1.OA.3	Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) <i>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.)</i>	Ho'ohana i nā hana ho'omākalakala i ka'akālai no ka ho'ohui 'ana a me ka ho'olawe 'ana. (He mana'o: 'A'ole pono nā haumāna e 'ike i ka 'ōlelo maoli no kēia mau 'anopili.) <i>Nā La'ana: Inā 'ike 'ia $8 + 3 = 11$, a laila 'ike 'ia nō ho'i $3 + 8 = 11$. (Ke 'anopili ka'ina ho'i hope o ka ho'ohui.) No ka ho'ohui 'ana $2 + 6 + 4$, hiki ke ho'ohui 'ia nā helu hope 'elua i loa'a ka 'umi no laila $2 + 6 + 4 = 2 + 10 = 12$. (Ke 'anopili ho'olike o ka ho'ohui.)</i>	
		1.OA.4	Understand subtraction as an unknown-addend problem. <i>For</i>	Maopopo ka ho'olawe 'ana he polopelema/nane pilihelu nona ka	

		1.HHM.4	<i>example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</i>	helu ho'ohui i 'ike 'ole 'ia. <i>E la'a, ho'olawe 10 – 8 ma o ka 'imi 'ana i ka helu e loa'a ai he 10 i ka ho'ohui 'ia i ka 8.</i>	
Add and subtract within 20 Ho'ohui a ho'olawe a hiki i ka 20		1.OA.5 1.HHM.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Ho'opili i ka helu 'ana i ka ho'ohui 'ana a me ka ho'olawe 'ana (e la'a, ma ka ho'omo'o i ka helu 'ana he 2 no ka ho'ohui 'ana i ka 2).	Should it be helu ho'omo'o or ho'omo'o i ka helu 'ana or something else entirely?
		1.OA.6 1.HHM.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); 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 $6 + 6 + 1 = 12 + 1 = 13$).	Ho'ohui a ho'olawe i loko o ka 20, me ka hō'ike 'ana i ka mākaukau i ka ho'ohui 'ana a me ka ho'olawe 'ana i loko o ka 10. Ho'ohana i nā ka'akālai e like me ka ho'omo'o 'ana i ka helu 'ana; ka hana 'ana he 'umi (e la'a, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); ka wāwahi 'ana i kekahi helu e ka'i ana i ka 'umi (e la'a, $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); ka ho'ohana 'ana i ka pilina ma waena o ka ho'ohui a me ka ho'olawe (e la'a, ma ke 'ike 'ia $8 + 4 = 12$, 'ike ho'i 'ia $12 - 8 = 4$); a me ka ho'okumu 'ana i nā huina like, akā he ma'alahi a'e, a i 'ole nā huina i 'ike 'ia (e la'a, ho'ohui $6 + 7$ ma o ka ho'okumu 'ia 'ana i ka helu like i 'ike mua 'ia $6 + 6 + 1 = 12 + 1 = 13$).	How to say decomposing? i loko o ka 20? Ho'omo'o – counting on; making a series
Work with addition and subtraction		1.OA.7 1.HHM.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$,</i>	Maopopo ka mana'o o ke kaha like, a ho'oholo i ka pololei a me ka pololei 'ole o nā ha'ihelu ho'ohui a me nā ha'ihelu ho'olawe. <i>E la'a, 'o nā ha'ihelu hea nā mea pololei a i 'ole hewa? $6 = 6$, $7 = 8 - 1$, $5 + 2 =$</i>	

	equations. Hana me nā ha'ihelu ho'ohui a me nā ha'ihelu ho'olawe		$4 + 3 = 5 + 2.$	$2 + 5, 4 + 3 = 5 + 2.$	
		1.OA.8 1.HHM.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i>	Ho'oholo i ka helu piha i 'ike 'ole 'ia ma kekahi ha'ihelu ho'ohui a i 'ole kekahi ha'ihelu ho'olawe me ka ho'opili 'ana aku i 'ekolu helu piha. <i>E la'a, ho'oholo i ka helu i 'ike 'ole 'ia i pololei nā ha'ihelu pākahi $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i>	
Number and Operations in Base Ten Nā Helu A Me Nā Hana Ho'omā- Kalakala Ma Ke Kumu Ho'onui Pā'umi	Extend the counting sequence Ho'onui i ke ka'ina helu 'ana	1.NBT.1 1.HKP.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.	Helu a i ka 120, me ka ho'omaka 'ana i nā helu like 'ole ma lalo o ka 120. Ma kēia pae, heluhelu a kākau i nā huahelu a hō'ike i ke kū 'ana o kekahi huahelu i ka huina o kekahi mau mea.	
	Understand place value Maopopo ke kūana helu	1.NBT.2 1.HKP.2	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).	Maopopo ke kū 'ana o 'elua kikoho'e ma ka helu kikoho'e 'elua i ke kūana helu 'umi a me ke kūana helu 'ekahi. Maopopo ka hana kūikawā o ko lalo nei. a. Hiki ke mana'o 'ia ka 10 he pū'ulu o 'umi mau 'ekahi - kapa 'ia kēia he “umi” e. No nā helu mai ka 11 a i ka 19, ho'okahi ona 'umi a ho'okahi, 'elua, 'ekolu, 'ehā, 'elima, 'eono, 'ehiku, 'ewalu a i 'ole 'eiwa ona 'ekahi. i. 'O nā helu 10, 20, 30, 40, 50, 60, 70, 80, 90, ua like me ho'okahi, 'elua, 'ekolu, 'ehā, 'elima, 'eono, 'ehiku, 'ewalu a i 'ole 'eiwa mau 'umi (a 'a'ohē ona 'ekahi).	
		1.NBT.3	Compare two two-digit numbers based on meanings of the tens	Ho'okūkū i 'elua helu 'elua kikoho'e ma o ka mana'o o nā	

		1.HKP.3	and ones digits, recording the results of comparisons with the symbols >, =, and <.	kikoho'e 'umi a me nā kikoho'e 'ekahi, me ka ho'opalapala 'ana i ka hopena o nā ho'okūkū me nā ho'ailona >, =, a me ka <.	
Use place value understanding and properties of operations to add and subtract. Ho'ohana i ka 'ike kūana helu a me ka 'ike 'anopili hana ho'omākalakala no ka ho'ohui a no ka ho'olawe.		1.NBT.4 1.HKP.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.	Ho'ohui i loko o ka 100, me ka ho'ohui 'ana i kekahi helu 'elua kikoho'e a me kekahi helu ho'okahi kikoho'e, a ho'ohui i kekahi helu 'elua kikoho'e me kekahi helu mahua o ka 'umi, me ka ho'ohana 'ana i nā kūkoku 'oia'i'o a i 'ole nā ki'i a me nā ka'akālai i ho'okahua 'ia ma ke kūana helu, nā 'anopili hana ho'omākalakala a/a i 'ole ka pilina ma waena o ka ho'ohui 'ana a me ka ho'olawe 'ana: ho'opili i ke ka'akālai i kekahi hana kākau a wehewehe i ka ho'oholo hana 'ana. Maopopo kēia mau mea o ka ho'ohui 'ana i nā helu 'elua kikoho'e, he ho'ohui i nā 'umi i nā 'umi, he ho'ohui i nā 'ekahi i nā 'ekahi a i kekahi manawa pono e ho'okumu i kekahi 'umi.	Concrete models = kūkohu 'oia'i'o Compose??? Ho'okumu Reasoning = ho'oholo hana
		1.NBT.5 1.HKP.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Ke hā'awi 'ia kekahi helu 'elua kikoho'e, helu na'au i ka 10 hou a'e a i 'ole i ka 10 i emi iho o ia helu me ka helu 'ole, me ka wehewehe 'ana i ka ho'oholo hana 'ana.	
		1.NBT.6 1.HKP.6	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	Ho'olawe i nā helu mahua o ka 10 i loko o ka laulā o ka 10-90 mai nā helu māhua o ka 10 i loko o ka laulā o ka 10-90 ('o nā koena nā helu 'i'o a i 'ole ka 'ole), me ka ho'ohana 'ana i nā kūkoku 'oia'i'o a i 'ole nā ki'i a me nā ka'akālai i ho'okahua 'ia ma ke kūana helu, nā 'anopili	

			strategy to a written method and explain the reasoning used.	hana ho'omākalakala, a/a i 'ole ka pilina ma waena o ka ho'ohui 'ana a me ka ho'olawe 'ana; ho'opili i ke ka'akālai i kekahi hana kākau me ka wehewehe 'ana i ka ho'oholo hana 'ana.	
Measurement and Data Ke Ana 'Ana a me Ka 'Ikepili/'Ike	Measure lengths indirectly and by iterating length units. Ana lauwili i ka lō'ihī a ma o ka ho'omano 'ana i ke ana 'ana i kekahi anakahi lō'ihī.	1.MD.1 1.A'1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Ho'oka'ina i 'ekolu mea ma ke nānā 'ana i ka lō'ihī; ho'ohālike lauwili i ka lō'ihī o 'elua mea ma o ka ho'ohana 'ana i ke kolu o ia mau mea.	
		1.MD.2 1.A'1.2	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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	Hō'ike i ka lō'ihī o kekahi mea ma ka helu pīha o nā anakahi lō'ihī, ma o ka ho'omoe 'ana he mau mea like i pōkole mai (ke anakahi lō'ihī) mai ka wēlau a ka wēlau a'e ; maopopo ke ana lō'ihī o kekahi mea 'o ia ka heluna o nā anakahi lō'ihī ho'okahi e kīko'o ana me ke kōwā 'ole a me ka 'ili'ili 'ole. <i>E kaupalena i kēia hana i ke ana 'ia 'ana o kekahi mea i kīko'o 'ia e ke anakahi lō'ihī e loa'a ana he helu pīha me ke kōwā 'ole a me ka 'ili'ili 'ole.</i>	
	Tell and write time. Ha'i a kākau i ka hola.	1.MD.3 1.A'1.3	Tell and write time in hours and half-hours using analog and digital clocks.	Ha'i a kākau i nā hola a i nā hapalua hola ma nā uaki manamana kuhi a me nā uaki kikoho'e.	
	Represent and interpret data. Hō'ike i ke kū 'ana a wehewehe i ka 'ike/'ikepili	1.MD.4 1.A'1.4	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.	Ho'onohonoho, hō'ike a wehewehe i ka 'ikepili/'ike a hiki i ka 'ekolu mahele; nīnau a pane i nā nīnau e pili ana i nā huina nui o ka loa'a o ka 'ikepili/'ike, ka nui o loko o nā mahele pākahi, a me ka nui o kekahi mahele i 'oi aku a i 'ole i emi iho ma mua o ko kekahi mahele 'ē a'e.	
Reason with		1.G.1 1.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g.,	Hō'oko'a/waele'a/hō'ōia i nā 'anopili ho'ākāka (e la'a, 'ekolu 'ao'ao o ka huinakolu a ua pa'a ia) a i nā 'anopili ho'ākāka 'ole (e la'a, ke kala, ka	

Geometry	shapes and their attributes.		color, orientation, overall size); build and draw shapes to possess defining attributes.	ho'onohonoho 'ia 'ana, ka nui holo'oko'a); kūkulu a kahaki'i i nā kinona no ka loa'a 'ana o nā 'anopili ho'ākāka.	
Ke Anahonua	Kuano'o i nā Kinona a me ko lākou mau 'anopili	1.G.2 1.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. (Note: Students do not need to learn formal names such as "right rectangular prism.")	Hana i nā kinona papa (nā huinahā lō'ihī, nā huinahā like, nā huinahā pa'a pilipā/huinahā lua like, nā huinakolu, nā pō'ai hapalua, a me nā pō'ai hapakolu) a i 'ole nā kinona pa'a (nā pa'a'iliono, nā 'ōpaka huinahā lō'ihī kūpono, nā 'ōpu'u pō'ai kūpono, nā paukū 'oloka'a kūpono pō'ai) no ka hana 'ana i kekahi kinona huihuina a haku i kinona hou mai ia kinona huihuina. (He mana'o: 'A'ole pono nā haumāna a a'o i nā hua'ōlelo maoli no nā kinona e like me "ka 'ōpaka huinahā lō'ihī kūpono.")	OMG! Not sure about all those 3-D shapes
		1.G.3 1.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Ho'omahahele i nā pō'ai a me nā huinahā lō'ihī i 'elua a i 'ehā mahahele like, ha'i 'ano i nā mahahele me ka 'ōlelo 'ana i nā hua'ōlelo, 'o nā <i>hapalua a me nā hāpahā</i> , me ka 'ōlelo 'ana i ka 'ōlelo <i>he hapalua o ka __</i> , a <i>he hāpahā o ka __</i> . Ha'i 'ano i ka mea ho'oloko'a ma ke 'ano he 'elua mahahele a i 'ole he 'ehā mahahele o ka mea holo'oko'a. No kēia mau la'ana, maopopo ka wawahi 'ana i nā mahahele li'ili'i i like a 'o ka hopena ka loa'a 'ana mai o nā mahahele li'ili'i hou aku.	Fourths and quarters same word in Hawaiian