

Prioritizing Standards 1st Grade

Date: August 24, 2020

Standard:	Unit:	Essential Skills: What do students absolutely need for the next grade level?	Assessment:
<p>Y-1.OA.1</p> <ul style="list-style-type: none"> ● <i>I can create word problems (number stories) that match a given number sentence.</i> ● <i>I can draw visual representations of addition and subtraction word problems within 10.</i> ● <i>I can explain the meaning of the symbols in an addition and subtraction equation.</i> ● <i>I can read addition and subtraction word problems to select the operation needed for solving.</i> ● <i>I can read an equation (number sentence)</i> ● <i>I can solve a word problem for an</i> 	<p>Module 1</p> <p>Sums and Differences to 10</p>	<p>I can add and subtract within 10.</p>	<p>A.2 Counting to fill a ten frame</p> <p>B.2 Add with pictures sums up to ten</p> <p>B.3 Add sentences up to ten. Which model matches</p> <p>B.4 Add sentences up to ten. What does the model show?</p> <p>F.3 Sub sentences to ten. Which model matches?</p>

<p><i>unknown in all positions of addition and subtraction equations</i></p> <ul style="list-style-type: none">● <i>I can solve addition and subtraction word problems within 10.</i>● <i>I can write an addition or subtraction equation to match a word problem.</i> <p>NY-1.OA.6a/b</p> <ul style="list-style-type: none">● <i>I can add and subtract within 10.</i>● <i>I can create a known fact to help with another fact (add strategies after day by day planning)</i>● <i>I can explain addition and subtraction strategies used.</i>● <i>I can show related addition and subtraction facts.</i>			<p>F.4 Sub sentences to ten. What does the model show?</p> <p>J.4 Addition and subtraction facts up to ten</p>
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<ul style="list-style-type: none"> • Understand that the two digits of a two-digit number represent amounts of tens and ones. • 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 	<p>Mod 2</p>	<p>I can add and subtract up to 20 by composing and decomposing tens using place value</p>	<p>D.9 Addition facts sums up to twenty</p> <p>H.10 Subtraction facts up to twenty</p>
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<p>and one, two, three, four, five, six, seven, eight, or nine ones.</p> <ul style="list-style-type: none"> • 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). 			<p>J.5 Add/Sub facts up to twenty</p> <p>M.2 Write numbers as tens and ones up to twenty</p>
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<ul style="list-style-type: none"> • Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 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. 	<p>Mod 3</p>	<p>Comparing values within twenty using measurement as a context</p>	<p>P.7 Measure length with objects</p> <p>P.2 Comparing objects' length and height</p> <p>P.8 Measure length with cubes</p>
<ul style="list-style-type: none"> • Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number. 	<p>Mod 4</p>	<p>Add and subtract sums and differences to forty</p>	

<p>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.</p> <ul style="list-style-type: none"> • Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. • Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 			<p>K.5 Comparing numbers up to 100 using symbols</p> <p>J.8 Ten more ten less</p> <p>J.9 Add and subtract tens</p>
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Extension Mod 5
if time
permits

Identifying composing and
partitioning shapes

<ul style="list-style-type: none"> • 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 	Mod 6	Add and subtract numbers to 100	L.8(second grade) Add and subtract numbers up to 100
<p>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.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>			