Essential Standard - Standard should be taught in depth – These are the major work of the grade level

Supporting Standard- Support essential standards -Students need an intermediate understanding of these standards

Additional Standard- Students need a basic foundation of these standards

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Quarter 1

Standards for Mathematical Practice

K-1 Standards for Mathematical Practice Posters

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.A.1**	Use addition within 20 to solve word problems involving situations of adding to, putting together and comparing with unknown in all positions e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
	1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum us less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	1.OA.C.5	Relate counting to addition and subtraction.
	1.OA.C.6	Add and subtract within 20 demonstrating fluency for addition and subtraction within 10 *Required Fluency for Gr. 1* Use strategies such as counting on; making a ten; decomposing a number leading to ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. *Required Fluency for Gr. 1*
CC.2.2.1.A.2 Understand and apply properties of operations and the relations between addition and subtraction (PA Core – NWEA)		
	1.OA.B.3	Apply properties of operations as strategies to add and subtract.
	1.OA.B.4	Understand subtraction as an unknown-addend problem.

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Operations and Algebraic Thinking	**1.OA.D.7**	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
	1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
CC.2.3.1.A.1 Compose and distinguish between two and three-dimensional shapes (PA Core – NWEA)		
Geometry	**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.G.A.2	Compose two-dimensional and three-dimensional shapes (rectangles, square, trapezoid, triangles, half-circles and quarter-circles) to create a new composite shape and compose new shapes from the composite shapes.
Geometry	**1.G.A.3**	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarter and use the phrases half of, fourth of and quarter of. Describe the whole as two of, or four of the shares. Understand for "half of" and "fourth of" that decomposing into more equal shares creates smaller shares.

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Quarter 2

Standards for Mathematical Practice

K-1 Standards for Mathematical Practice Posters

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CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects (PA Core - NWEA)		
Number and Operations in Base Ten	**1.NBT.A.1**	Extend 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.
CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones to compare two-digit numbers (PA Core-NWEA)		
Number and Operations in Base Ten	**1.NBT.B.2**	Understand that the 2 digits of a two-digit number represent amounts of tens and ones.
	1.NBT.2.A	a. a 10 can be thought of as a bundle of ten ones called a "ten".
	1.NBT.2.B	b. the numbers from 11-19 are composed of a ten and one-nine ones.
	1.NBT.2.C	c. the numbers 10-90 refer to one-nine tens and zero ones.
	1.NBT.B.3	Compare 2 two-digit numbers based on meanings of tens and ones digits recording the result of comparisons with the symbols >, < or =.
CC.2.4.1.A.4 Represent and interpret data using table/charts (PA Core- NWEA)		
Measurement and Data	**1.MD.C.4**	Organize, represent and interpret data with up to three categories.

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CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.A.1**	Use addition within 20 to solve word problems involving situations of adding to, putting together and comparing with unknown in all positions e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
	1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum us less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	1.OA.C.5	Relate counting to addition and subtraction.
	1.OA.C.6	Add and subtract within 20 demonstrating fluency for addition and subtraction within 10 *Required Fluency for Gr. 1* Use strategies such as counting on; making a ten; decomposing a number leading to ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. *Required Fluency for Gr. 1*
CC.2.2.1.A.2 Understand and apply properties of operations and the relations between addition and subtraction (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.B.3**	Apply properties of operations as strategies to add and subtract.
	1.OA.B.4	Understand subtraction as an unknown-addend problem.
	1.OA.D.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
	1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

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Quarter 3

Standards for Mathematical Practice

K-1 Standards for Mathematical Practice Posters

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CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100 (PA Core – NWEA)		
Number Operations in Base Ten	**1.NBT.C.4**	Add 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.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.NBT.C.6	Subtract multiples of ten in the range from 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.
CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units (PA Core-NWEA)		
Measurement and Data	**1.MD.A.1**	Order three objects by length. Compare the lengths of two objects indirectly by using a third object.

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	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 end to end. Understand that the length of measurement of an object is the number of same-size length units that span the object with no gaps or overlaps. All measurements should equal only whole numbers.
DOE.MD – Recognize and understand the value of coins (Added Diocesan Standard)		
Measurement and Data	**DOE.MD.1**	Recognize, identify and count coins (pennies, nickels, dimes and quarters).
	DOE.MD.2	Determine the value of coins up to 99 cents.
	DOE.MD.3	Write money values using cent symbol.
	DOE.MD.4	Determine equal coin values.
CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones to compare two-digit numbers (PA Core-NWEA)		
Number Operations in Base Ten	**1.NBT.B.2**	Understand that the 2 digits of a two-digit number represent amounts of tens and ones.
	1.NBT.B.2.A **1.NBT.B.2.B** **1.NBT.B.2.C**	a. a 10 can be thought of as a number of ten ones called a “ten”. b. the numbers from 11-19 are composed of a ten and one-nine ones. c. the numbers 10-90 refer to one-nine tens and zero ones.
	1.NBT.B.3	Compare 2 two-digit numbers based on meanings of tens and ones digits recording the result of comparisons with the symbols >, < or =.

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CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.A.1**	Use addition within 20 to solve word problems involving situations of adding to, putting together and comparing with unknown in all positions e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
	1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum us less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	1.OA.C.5	Relate counting to addition and subtraction.
	1.OA.C.6	Add and subtract within 20 demonstrating fluency for addition and subtraction within 10 *Required Fluency for Gr. 1* Use strategies such as counting on; making a ten; decomposing a number leading to ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. *Required Fluency for Gr. 1*
CC.2.2.1.A.2 Understand and apply properties of operations and the relations between addition and subtraction (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.B.3**	Apply properties of operations as strategies to add and subtract.
	1.OA.B.4	Understand subtraction as an unknown-addend problem.
	1.OA.D.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
	1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

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Quarter 4

Standards for Mathematical Practice

K and 1 Standards for Mathematical Practice Posters.pdf (eriercd.org)

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DOE.NBT – Identify Ordinal Number (Added Diocesan Standard)		
Number and Operations in Base Ten	**DOE.NBT.1**	Identify ordinal number positions through 12
CC.2.4.1.A.2 Tell and write time to the nearest half hour using a digital and analog clock (PA Core- NWEA)		
Measurement and Data	**1.MD.B.3**	Tell and write time to the hour and half-hour using analog and digital clocks.
	1.MD.B.4	Explain the difference between the minute hand and the hour hand on the analog clock.
CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100 (PA Core- NWEA)		
Number Operations In Base 10	**1.NBT.C.4**	Add 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.

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	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.NBT.C.6	Subtract multiples of ten in the range from 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.
CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones to compare two-digit numbers (PA Core-NWEA)		
Number Operations in Base Ten	**1.NBT.B.2**	Understand that the 2 digits of a two-digit number represent amounts of tens and ones.
	1.NBT.B.2.A **1.NBT.B.2.B** **1.NBT.B.2.C**	a. a 10 can be thought of as a number of ten ones called a "ten". b. the numbers from 11-19 are composed of a ten and one-nine ones. c. the numbers 10-90 refer to one-nine tens and zero ones.
	1.NBT.B.3	Compare 2 two-digit numbers based on meanings of tens and ones digits recording the result of comparisons with the symbols >, < or =.

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CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.A.1**	Use addition within 20 to solve word problems involving situations of adding to, putting together and comparing with unknown in all positions e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
	1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum us less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
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CC.2.2.1.A.2 Understand and apply properties of operations and the relations between addition and subtraction (PA Core – NWEA)		
Operations and Algebraic Thinking	**1.OA.B.3**	Apply properties of operations as strategies to add and subtract.
	1.OA.B.4	Understand subtraction as an unknown-addend problem.
	1.OA.D.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
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