Month(s)	Highlighted Mathematical Processes	Domains	Essential Questions	Grade 1 Goals	Performance Based Assessments
September October November December January	**MP.2** Reason abstractly and quantitatively **MP.4** Model with mathematics. **MP.8** Look for and express regularity in repeated reasoning.	Critical Area 1: Operations and Algebraic Thinking	**Chapter 1:** How can you model adding within 10? **Chapter 2:** How can you subtract numbers from 10 or less? **Chapter 3:** How do you solve addition problems? **Chapter 4:** How do you solve subtraction problems? **Chapter 5:** How can relating addition and subtraction help you to learn and understand facts within 20?	**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. 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. **Understand and apply properties of operations and the relationship between addition and subtraction.** 1.OA.3 Apply properties of operations as strategies to add and subtract. 1.OA.4 Understand subtraction as an unknown-addend problem **Add and subtract within 20.** 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.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). **Work with addition and subtraction equations.** 1.OA.8 Determine the unknown whole number in addition or subtraction equation relating to three whole numbers.	*Beginning of the Year Baseline *Show What You Know *Mid-Chapter Checkpoint *Chapter Review *Chapter Test *Performance Task *Problem of the Month **Chapter 1:** Children model composing a number by putting together two numbers. They record addition using an equation and apply the Commutative Property of Addition to write an addition sentence in two ways. **Chapter 2:** Children represent and solve subtraction word problems involving "taking from" a group by drawing pictures and writing equations. **Chapter 3:** Children use the Commutative and Associative Properties of Addition as well as strategies such as "make a ten" to solve addition problems within 20 involving 2 and 3 addends. They represent the addition using equations and models. **Chapter 4:** Children choose and apply various strategies to subtract within 20. They represent the subtraction using equations and models. **Chapter 5:** Children model part-part-whole situations and represent them using related addition and subtraction facts.

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January February March April	**MP.1** Make sense of problems and persevere in solving them. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.6** Attend to precision.	Critical Area 2: Number and Operations in Base Ten	**Chapter 6:** How do you use place value to model, read, and write numbers to 120? **Chapter 7:** How do you use place value to compare numbers? **Chapter 8:** How can you add and subtract two-digit numbers?	**Add and subtract within 20.** 1.OA.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). **Extend the counting sequence.** 1.NBT.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. **Understand place value.** 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.2c 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.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols **Use place value understanding and properties of operations to add and subtract.** 1.NBT.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.NBT.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.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or negative 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.	*Middle of the Year Baseline *Show What You Know *Mid-Chapter Checkpoint *Chapter Review *Chapter Test *Performance Task *Problem of the Month **Chapter 6:** Students read, write, and model numbers using concepts of place value. They represent equivalent forms of tens and ones by using words, pictures, and numbers. **Chapter 7:** Children use place value to compare two-digit numbers. They identify a number that is 10 more or 10 less than another number. They use the symbols >, =, and < to record comparisons. **Chapter 8:** Children determine sums based on information given. They model the addition using quick pictures and symbolic equations. They redraw the quick pictures to model the groups of tens in different ways. They rewrite the equations in different ways.

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April May	**MP.2** Reason abstractly and quantitatively. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.8** Look for and express regularity in repeated reasoning.	Critical Area 3: Measurement and Data	**Chapter 9:** How can you measure length and tell time? **Chapter 10:** How can graphs and charts help you organize, represent, and interpret data?	**Measure lengths indirectly and by iterating length units.** 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.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. **Tell and write time.** 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. **Represent and interpret data.** 1.MD.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.	*Show What You Know *Mid-Chapter Checkpoint *Chapter Review *Chapter Test *Performance Task *Problem of the Month **Chapter 9:** Children draw clock hands based on clues. They interpret the time of the clock hands they drew. They draw objects and measure length using a nonstandard measurement. They compare the length of the objects they drew. **Chapter 10:** Children complete a tally chart and bar graph based on clues. They interpret data from the tally chart and bar graph they completed.

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May June	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.7** Look for and make use of structure	Critical Area 4: Geometry	**Chapter 11:** How do you identify and describe three-dimensional shapes? **Chapter 12:** How do you sort and describe two-dimensional shapes?	**Reason with shapes and their attributes.** 1.G.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.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.G.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.	*Show What You Know *Mid-Chapter Checkpoint *Chapter Review *Chapter Test *Performance Task *Problem of the Month **Chapter 11:** Children identify and compare attributes of three-dimensional shapes. They recognize two-dimensional shapes on three-dimensional shapes. They create composite shapes and compose new shapes from the composite shapes. **Chapter 12:** Children identify two-dimensional shapes, compose new shapes from them, and compare them. They break shapes into halves and identify one half. They break shapes into fourths and identify one fourth.