

Mathematics

Number Sense

Count, read, and write whole numbers to 100.				
1.1 Count, read, and write whole numbers to 100.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • count whole numbers to 100, • read whole numbers to 30 or above, • write whole numbers to 30 or above. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • count whole numbers to 50, • read whole numbers to 30, • write whole numbers from 20 - 30. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • count whole numbers to 30, • read whole numbers to 20, • write whole numbers to 20. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • count whole numbers from 11 - 20, • read whole numbers from 11 - 20, • write whole numbers to 10. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • count whole numbers to 10, • read whole numbers to 10, • write whole numbers to 10.

Compare and order whole numbers to 100.				
1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than ($<$, $=$, $>$).				
Standard not taught this grading period.				

Show different ways to represent the same number (Example: $8 = 4+4$, $10-2$, etc.)				
1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> show different ways to represent the same number using addition and subtraction facts to 9 or above. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> show different ways to represent the same number using addition and subtraction facts from 6 - 8. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> show different ways to represent the same number using addition facts to 5. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> show different ways to represent the same number using addition facts to 5. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> show different ways to represent the same number using addition facts to 5.

Count and group objects in ones and tens.

1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).

Standard not taught this grading period.

Identify and know the value of coins and show different combinations of coins that equal the same value.				
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.				
Standard not taught this grading period.				

Know and memorize the addition and subtraction facts (to 20).

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition problems using a variety of strategies, for example, <ul style="list-style-type: none"> - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction problems using a variety of strategies, for example, <ul style="list-style-type: none"> - counting back - manipulatives - drawing a picture - using related addition facts - number line 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition problems using at least two strategies, for example, <ul style="list-style-type: none"> - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction problems using at least two strategies, for example, <ul style="list-style-type: none"> - counting back - manipulatives - drawing a picture - using related addition facts - number line 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition problems using at least two strategies, for example, <ul style="list-style-type: none"> - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction problems using at least two strategies, for example, <ul style="list-style-type: none"> - counting back - manipulatives - drawing a picture - using related addition facts - number line 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • solve addition problems using at least two strategies, for example, <ul style="list-style-type: none"> - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction problems using at least two strategies, for example, <ul style="list-style-type: none"> - counting back - manipulatives - drawing a picture - using related addition facts - number line 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • solve addition problems using at least two strategies, for example, <ul style="list-style-type: none"> - doubles - doubles + one - number line - drawing a picture - adding on • solve subtraction problems using at least two strategies, for example, <ul style="list-style-type: none"> - counting back - manipulatives - drawing a picture - number line • solve addition and subtraction problems with "0".

Know and memorize the addition and subtraction facts (to 20).

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems with "0", • solve subtraction problems with a difference of "0", • solve addition and subtraction problems in vertical form, • understand and use the commutative property of addition to solve problems, • solve addition and subtraction problems with sums to 10 and above with 86-100% accuracy, • understand and use fact families through 10 to solve addition and subtraction problems. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems with "0", • solve subtraction problems with a difference of "0", • solve most addition and subtraction problems in vertical form, • understand and use the commutative property of addition to solve most problems, • solve addition and subtraction problems with sums to 10 and above with 71-85% accuracy, • understand and use fact families through 10 to solve addition and subtraction problems. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems with "0", • solve subtraction problems with a difference of "0", • solve some addition and subtraction problems in vertical form, • use manipulatives to understand the commutative property of addition, • solve addition and subtraction problems to 10 with 60-70% accuracy, • use manipulatives to understand fact families. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems with "0", • solve subtraction problems with a difference of "0", • solve some addition and subtraction problems in vertical form, • use manipulatives to understand the commutative property of addition, • solve addition and subtraction problems to 10 with 50-59% accuracy, • use manipulatives to understand fact families. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems with "0", • solve subtraction problems with a difference of "0", • solve some addition and subtraction problems in vertical form, • use manipulatives to understand the commutative property of addition, • solve addition and subtraction problems to 10 with less than 50% accuracy, • use manipulatives to understand fact families.

Identify one more than, one less than, 10 more than, and 10 less than a given number.

2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

Standard not taught this grading period.

Count by 2s, 5s, and 10s to 100.				
2.4 Count by 2s, 5s, and 10s to 100.				
Standard not taught this grading period.				

Solve addition and subtraction problems with one- and two-digit numbers.				
2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).				
Standard not taught this grading period.				

Algebra and Functions

Create, write, and solve problems including number sentences.

- 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
 1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems using a variety of strategies, for example, <ul style="list-style-type: none"> - use models to act out problems - use counters - draw pictures • use fact families through 10 or above to create, write, and solve addition and subtraction problems, • choose an operation (addition or subtraction) to solve problems, • write number sentences involving addition and subtraction. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems using a variety of strategies, for example, <ul style="list-style-type: none"> - use models to act out problems - use counters - draw pictures • use fact families through 10 to create, write, and solve addition and subtraction problems, • choose an operation (addition or subtraction) to solve problems, • write number sentences involving addition and subtraction. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems using one or two strategies, • use some fact families to 10 to solve addition and subtraction problems, • choose an operation (addition or subtraction) to solve problems, • write a few number sentences involving addition and subtraction. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • solve addition and subtraction problems using one or two strategies, • use a few fact families to 10 to solve addition and subtraction problems, • choose an operation (addition or subtraction) to solve problems, • write number sentences involving addition and subtraction. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • solve some addition and subtraction problems using one or two strategies, • use fact families to 10 to solve addition and subtraction problems, • choose an operation (addition or subtraction) to solve problems, • write number sentences involving addition and subtraction.

Measurement and Geometry

Tell time to the nearest hour, half hour, and relate time to events.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

Standard not taught this grading period.

--	--	--	--	--

Identify, describe, classify, and compare shapes and solid objects.

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

Standard not taught this grading period.

Statistics, Data Analysis, and Probability

Organize, represent, and compare data by category on graphs and charts.

1.0 Organize, represent, and compare data by category on simple graphs and charts.

Standard not taught this grading period.

--	--	--	--	--

Describe, extend, and explain patterns by numbers, shapes, sizes, rhythms, or color patterns.

2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use manipulatives to create number patterns (e.g., +1, +2), • extend and describe ways to get to a next element in simple repeating patterns. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • use manipulatives to create number patterns (e.g., +1, +2), • extend simple repeating patterns. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use manipulatives to create simple number patterns (e.g., +1, +2), • extend some simple repeating patterns. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use manipulatives to create simple number patterns (e.g., +1, +2), • extend some simple repeating patterns. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use manipulatives to create simple number patterns (e.g., +1, +2), • extend a few simple repeating patterns.

Mathematical Reasoning

Make decisions about how to set up and solve problems and justify reasoning.

- 1.0 Make decisions about how to set up a problem:
- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools, such as manipulatives or sketches, to model problems.
- 2.0 Solve problems and justify reasoning:
- 2.1 Explain the reasoning used and justify the procedures selected.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • explain how to set up and/or solve any given mathematical concept, • determine the approach, materials, and/or sketches to model problems, • use tools, such as manipulatives or sketches, to model problems, • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • set up and/or solve most mathematical concepts, • determine the approach, materials, and/or sketches to model problems, • use tools, such as manipulatives or sketches, to model problems, • solve problems and justify their reasoning, • explain the reasoning used and justify the procedures selected. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • set up and/or solve simple mathematical concepts, • determine the approach, materials, and/or sketches to model problems, • use tools, such as manipulatives or sketches, to model problems, • solve problems and may be able to justify their reasoning. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • set up and/or solve simple mathematical concepts, • determine the approach, materials, and/or sketches to model problems, • use tools, such as manipulatives or sketches, to model problems, • solve problems but may not be able to justify their reasoning. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • set up and/or solve simple mathematical concepts, • determine the approach, materials, and/or sketches to model problems, • solve problems and justify their reasoning. <p>Student may be able to use manipulatives or sketches to model problems.</p>