Pacing & Curriculum Guide

Grade One Mathematics – 5012030

Year-round School

Content:

- Grade One Mathematics Course Description & LAFS/ELD Standards
- Mathematics Best Practices
- Pacing Guide
- Curriculum Guide

Revised ~ Oct. 2015

The Pacing Guide and Unit Guides will be reviewed and revised if necessary every year.

Grade One Course Description

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. Note: Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Language Arts Florida Standards & English Language Development Standards Integrated into Grade 1 Florida Math Standards

LAFS: Speaking & Listening	LAFS: Writing Standards	ELD: English Language Development
LAFS.1.SL.1.1 : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. LAFS.1.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. LAFS.1.SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	LAFS.K12.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	ELD.K12.ELL.MA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

MP1: Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.

MP2: Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations.

MP3: Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.

MP4: Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

MP5: Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem.

MP6: Attend to precision.
Mathematically proficient students try to communicate precisely to others.

MP7: Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure.

MP8: Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.

Mathematics Florida Standards

Understanding Mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

CCPS Elementary Mathematics Pacing Guide

Grade Level: 1	Trimester 1	Trimester 2	Trimester 3
	Date: _____	Date: _____	Date: _____
Learning Expectations	• Represents and solves problems involving addition and subtraction. • Understands and applies properties of operation and relationship between addition and subtraction. • Add and subtract within 20 • Work with addition and subtraction equations	• Extend the counting experience • Understands place value • Uses place value understanding and properties of operations to add or subtract • Represents and interprets data	• Measures length indirectly and by iterating length units • Reason with shapes and their attributes • Tell and write time
Operations and Algebraic Thinking (Topics 1,2,3,4,5,6)	MAFS.1.OA.1.1 (Topics 1, 5, 2) MAFS.1.OA.1.2 (Topic 5) MAFS.1.OA.2.3 (Topics 1, 3, 5, 2) MAFS.1.OA.2.4 (Topics 3, 5, 2) MAFS.1.OA.3.6 (Topics 1, 5, 2) MAFS.1.OA.4.7 (Topics 1, 5, 2) MAFS.1.OA.4.8 (Topics 1, 5, 2) MAFS.1.OA.3.5 (Topic 3) MAFS.1.OA.1.1 (Topics 6,4, MAFS.1.OA.2.3 (Topics 6, 4) MAFS.1.OA.2.4 (Topics 6, 4) MAFS.1.OA.3.5 (Topic 4) MAFS.1.OA.3.6 (Topics 6, 4) MAFS.1.OA.4.7 (Topics 6, 4) MAFS.1.OA.4.8 (Topics 6, 4)		
Number and Operations in Base Ten (Topics 7, 8, 9, 10, 11)		MAFS.1.NBT.1.1 (Topic 7) MAFS.1.NBT.2.2 (Topic 8) MAFS.1.NBT.2.2 (Topic 9) MAFS.1.NBT.3.4 (Topic 9, 10) MAFS.1.NBT.2.3 (Topic 9) MAFS.1.NBT.3.5 (Topics 9, 10, 11) MAFS.1.NBT.3.6 (Topic 11	
Measurement and Data (Topics 12,13,14)		MAFS.1.MD.3.4 (Topic 14)	MAFS.1.MD.1.1 (Topic 12 Measurement with ruler not covered by Pearson) MAFS.1.MD.2.3 (Topic 13 Money not covered by Pearson)
Geometry			MAFS.1.G.1.1 (Topic 15) MAFS.1.G.1.2 (Topic 15) MAFS.1.G.1.3 (Topic 16)
Total Number of Standards	**15**	**8**	**5**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.1: ***Represent and solve problems involving addition and subtraction.***	**MAFS.1.OA.1.1:** Use addition and subtraction within 20 to solve word problems1 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 (Students are not required to independently read the word problems.)	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Note: Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	**Grade 2:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Note: See Glossary, Table 1 at corestandards.org.	**Grade 3:** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Add +** **Subtract –** **Solve** **Compare** **Sum** **Difference** **Equal =** **Symbol**
I can solve addition and subtraction word problems up to 20 in a way that makes sense to me.	• Lesson 1-1 Special Patterns for Numbers to 10 • Lesson 1-2 Making 6 and 7 • Lesson 1-3 Making 8 • Lesson 1-4 Making 9 • Lesson 1-6 Stories About Joining • Lesson 1-8 Problem Solving: Using Objects • Lesson 2-4 Introducing Subtraction • Lesson 2-5 Stories About Taking Away • Lesson 2-7 Stories About Comparing • Lesson 2-11 Problem Solving: Act it Out	• Lesson 3 - Add and Subtract in Word Problems • Lesson 5 - Subtract to Compare in World Problems	• Add to Word Problems • Take From (Start Unknown)	Flow Map #1	• Aquarium Addition • Bunny Addition • Pete's Groovy Button Problems	
I can write an equation using the correct symbols to solve word problems with sums or differences up to 20.	• Lesson 2-8 All Kinds of Subtraction Stories • Lesson 4-10 Problem Solving: Draw a Picture and Write • Lesson 5-4 Problem Solving: Two Question Problems • Lesson 6-7 Problem Solving: Draw a Picture and Write a Number Sentence	• Lesson 3 - Add and Subtract in Word Problems • Lesson 5 - Subtract to Compare in World Problems	• The Cupcake Problem		• Decomposition with Cheerios	

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.1: ***Represent and solve problems involving addition and subtraction.***	**MAFS.1.OA.1.2 :** 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.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. Note: See standard 1.OA.6 for a list of mental strategies.	**Grade 3:** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	**Grade 4:** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Note: See Glossary, Table 2 at corestandards.org.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can solve addition problems with 3 numbers up to 20 using a symbol for the missing addend.	• Lesson 5-9 Word Problems with 3 Addends	• Lesson 15 A Word Problem with Three Addends	• Adding Three Whole Numbers	Brace Map #3	• Three's a Charm: 3-Number Addition • Create a House Number	**Symbol** **Unknown** **addend** **Equation**
I can use drawings and objects to help me solve word problems.	• Lesson 1-8 Problem Solving Use Objects • Lesson 2-11 Problem Solving: Act it Out	• Lesson 15 A Word Problem with Three Addends	• Bean Bag Toss	Flow Map to explain the steps in their thinking	• Pizza Party Planner	

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.2: ***Understand and apply properties of operations and the relationship between addition and subtraction.***	**MAFS.1.OA.2.3 :** Apply properties of operations as strategies to add and subtract. 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.)	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	**Grade 2:** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can add and subtract in ways that make sense to me.	• Lesson 4-1 Adding with 0,1, 2 • Lesson 5-8 Adding Three Numbers	• Lesson 8 Number Partner for 8 and 9	• Lemons and Oranges		• Related Equations • My Fact Family	**Strategies**
I can add two numbers in any order to get the same sum.	• Lesson 1-7 Adding in Any Order	• Lesson 8 Number Partner for 8 and 9	• Justifying the Commutative Property of Addition	Bridge Map #4	• Create a House Number	

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.2: ***Understand and apply properties of operations and the relationship between addition and subtraction.***	**MAFS.1.OA.2.4 :** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**Grade 2:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can use addition facts to help me subtract.	• Lesson 2-1 Finding Missing Parts of 6 and 7 • Lesson 2-2 Finding Missing Parts of 8 • Lesson 2-3 Finding Missing Parts of 9 • Lesson 3-4 Finding Missing Parts of 10 • Lesson 4-7 Thinking Addition • Lesson 4-8 Thinking Addition to 8 to Subtract • Lesson 4-9 Thinking Addition to 12 to Subtract • Lesson 6-3 Related Facts • Lesson 6-4 Fact Families • Lesson 6-5 Using Addition to Subtract	• Lesson 4 Show Missing Addends in Number Bonds	• Using Addition to Solve Subtraction Problems	• Circle Map #5 • Brace Map #6	• Let's Find the Missing Addend • Do It With Dominoes • Help Amelia Bedelia Look for the Missing Addend	**Addition** **Subtraction**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.3: ***Add and subtract within 20.***	**MAFS.1.OA.3.5:** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**1** Recall **Trimester** **1**	**Grade K:** Fluently add and subtract within 5.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can choose objects to draw a picture to show counting on as addition.	• Lesson 3-1 Representing Numbers on a Tens Frame • Lesson 3-2 Recognizing Numbers on a Tens Frame	• Lesson 1 Count On to Add	• Using Counting on Strategies	Circle Map #9	• Ants, Hot Dogs, and Fish… Oh My!	**Addition** **Subtraction**
I can choose objects or draw a picture to show counting back as subtraction.	• Lesson 2-5 Stories About Taking Away • Lesson 2-8 All Kinds of Subtraction Stories • Lesson 4-6 Subtracting with 0,1,2		• Skyler's Dog Biscuits		• Links Away: Hopping Backwards on the Number Line	
I can count on from a given number.	• Lesson 7-4 Counting on a Hundred Chart	• Lesson 1 Count On to Add	• Beads on a Necklace		• Ants, Hot Dogs, and Fish… Oh My!	
I can count back from a given number to subtract.	• Lesson 9-1 1 More, 1 Less; 10 More, 10 Less • Lesson 9-2 Making Numbers on a Hundred Chart		• Addition and Subtraction Equations		• Ants, Hot Dogs, and Fish… Oh My!	

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.3: ***Add and subtract within 20.***	**MAFS.1.OA.3.6:** 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).	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** Fluently add and subtract within 5.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can add numbers up to 20 in many different ways.	• Lesson 2-9 Connecting Addition and Subtraction • Lesson 3-3 Parts of Ten • Lesson 4-2 Doubles • Lesson 4-3 Near Doubles • Lesson 4-4 Facts with a 5 on a Ten Frame • Lesson 4-5 Making Ten on a Ten Frame • Lesson 5-1 Doubles • Lesson 5-2 Doubles + 1 • Lesson 5-3 Doubles Plus 2	• Lesson 2 Relate Subtraction, Addition, and Counting On • Lesson 6 Doubles and Doubles Plus 1 • Lesson 13 Act Out Partners of 11 • Lesson 14 Make a Ten to Add	• Use Strategies to Add and Subtract	Flow Map #2	• Creature Island • Sum Search • Dangerous Doubles	**Fluency** **Strategies**
I can subtract numbers up to 20 in many different ways.	• Lesson 2-9 Connecting Addition and Subtraction • Lesson 6-1 Making 10 to Subtract • Lesson 6-2 More With Making 10 to Subtract	• Lesson 2 Relate Subtraction, Addition, … • Lesson 13 Act Out Partners of 11 • Lesson 14 Make a Ten to Add • Lesson 16 Make a Ten to Subtract	• Ways to Solve a Problem		• Links Away: Taking Away Sets	
I can fluently solve addition up to 10.	• Lesson Making 10 to Add • Lesson 5-5 Making 10 to Add 9 • Lesson 5-7 Making 10 to Add 8	• Lesson 9 Ways to Make 10 • Lesson 11 Number Detectives	• More Than One Way to Solve a Problem		• Sums of Ten Pyramid	
I can fluently solve subtraction up to 10.	• Lesson 6-1 Making 10 to Subtract • Lesson 6-2 More with Making 10 to Subtract	• Lesson 9 Ways to Make 10 • Lesson 11 Number Detectives	• Using Addition and Subtraction Strategies		• Make a Ten to Subtract	

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.4: *Work with addition and subtraction equations.*	**MAFS.1.OA.4.7:** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** Decompose numbers less than or equal to 10 into pairs in more than one way.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Addition** **Subtraction** **Number** **Sentence** **Balanced** **Equation** **True and false** **Equal** **+ - =**
I can explain that the equal sign means "the same as".	• Lesson 2-10 Connecting Models and Symbols (Teacher needs to use the language "Is the Same As" where the equal sign appears)	• Lesson 10 Understand the Equal Sign	• Equality	Bridge Map #7	• Understanding the Equal Sign	
I can determine whether an addition or subtraction number sentence is true or false.	• Lesson 2-10 Connecting Models and Symbols	• Lesson 10 Understand the Equal Sign	• Is the Equation True or False?		• Balance the Equations	
I can show how an equation is balanced on each side of the equal sign.	• Not covered in Pearson	• Lesson 10 Understand the Equal Sign	• True or Not True?		• Show It Another Way	

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.OA.4: ***Work with addition and subtraction equations.***	**MAFS.1.OA.4.8:** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] 3, 6 + 6 = [].	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade K:** For any number from 1 to 9, find the number that makes 10 when added to the given number.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Whole number** **Plus/Minus** **Sum/Difference** **Number sentence** **Balanced equation**
I can find the missing number in an addition sentence (equation).	• Lesson 1-7 Adding in Any Order • Lesson 3-4 Finding Missing Parts of Ten	• Lesson 7 Number Partners for 6 and 7	• Unknowns in Word Problems	Circle Map #10	• Ladybug Missing Numbers • The Whole Part • Make Mine Equal	
I can find the missing number in a subtraction sentence (equation).	• Lesson 6-6 Subtraction Facts • Lesson 2-1 Finding Missing Parts of 6 and 7 • Lesson 2-2 Finding Missing Parts of 8 • Lesson 2-7 Stories About Missing Parts • Lesson 2-8 All Kinds of Subtraction Stories	• Lesson 7 Number Partners for 6 and 7	• What is the Missing Number?		• The Whole Part	

DOMAIN: Numbers and Base 10

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.NBT.1: ***Extend the counting sequence***	**MAFS.1.NBT.1.1:** 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.	**1** Recall **Trimester** **2**	**Grade K:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can start at any number and count to 120.	• Math Story: 100 Days of Cool • Lesson 7-6 Problem Solving: Look for a Pattern	• Lesson 18 The 120 Chart	• Counting to 120		• Cross It Out	**Quantity** **Identify** **Count on** **Represent** **One to one correspondence** **Sequential**
I can read my numbers from 0-120.	• Lesson 7-4 Counting on a Hundreds Chart	• Lesson 18 The 120 Chart	• Reading and Writing Numerals		• Over a Hundred Angry Ants	
I can write my numbers from 0 to 120.	• Not covered in Pearson	• Lesson 18 The 120 Chart	• How Many Fish?		• Lining Up… How Can We Use Counting to Help Us Line Up	
I can count, tell and write how many objects are in a group.	• Not covered in Pearson	• Lesson 18 The 120 Chart	• Baskets of Apples		• Best Babysitter	

DOMAIN: Numbers and Base 10

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.NBT.2: ***Understand place value***	**MAFS.1.NBT.2.2:** Understand that the two digits of a two-digit number represent amounts of tens and ones. 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). **d.** Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).	**2** Basic Application of Skills and Concepts **Trimester** **2**	**Grade K:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Read, write, and compare decimals to thousandths.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Place value** **Tens and ones** **Bundle** **Two digit number**
I can tell/show the number of tens and ones in any two digit number.	• Lesson 8-3 Tens and Ones • Lesson 8-5 Ways to Make Numbers • Lesson 8-6 Problem Solving: Make an Organized List	• Lesson 12 Understand Teen Numbers	• How Many Tens and Ones Are There?	Brace Map #8	• Ten Hut! • Twisty Cup 2 Digit Place Value	
a. I can tell what each digit means in a two digit number.	• Lesson 8-1 Counting with Groups of 10 and Leftovers • Lesson 8-3 Tens and Ones • Lesson 8-4 Expanded Form	• Lesson 12 Understand Teen Numbers	• Decompose Two Digit Numbers		• X-Ray Super Power	
b. I can group objects into tens and ones tell what number it represents.	• Lesson 7-1 Making Numbers 11 to 19 • Lesson 7-2 Using Numbers 11 to 19 • Lesson 8-5 Ways to Make Numbers	• Lesson 17 Understand Tens	• Making Tens	Tree Map #12	• Ten Hut! • Musical Place Value	
c. I can bundle ten ones and know it is called a 'ten'.	• Lesson 7-3 Counting by Tens to 120 • Lesson 8-2 Numbers Made with Ten	• Lesson 17 Understand Tens	• Put Objects into Bundles of Ten		• How Many Days? Calendar Place Value	
d. I can tell/show how to take two digit numbers and bundle them into ten(s) and one(s).	• Lesson 8-4 Expanded Form • Lesson 8-6 Problem Solving : Make and Organized List	• Lesson 21 Understand Tens and Ones	• How Many Tens and Ones?	Brace Map #11	• How Many Days? Calendar Place Value	

DOMAIN: Numbers and Base 10

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.NBT.2: ***Understand place value***	**MAFS.1.NBT.2.3:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**2** Basic Application of Skills and Concepts **Trimester** **2**	**Grade K:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Note: Include groups with up to ten objects.	**Grade 2:** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**Grade 3:** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	**Grade 4:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Grade 5:** Add, subtract, multiply, and divide decimals to hundredths, 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.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Compare/comparison** **Two digit numbers** **Tens and ones** **Record** **Results** **Greater than** **Less than** **Equal**
I can compare two, two-digit numbers based on the meaning of the ones digit.	• Lesson 9-3 Comparing Numbers with >,<, =	• Lesson 22 Compare Numbers		Bridge Map #13	• Pete's Brand New Shoes	
I can compare two two-digit numbers based on the meaning of the tens digit.	• Lesson 9-4 Ordering Three Numbers	• Lesson 22 Compare Numbers	• Laps Around the Track	Bridge Map #13	• Place Value War	
I can record how two two-digit numbers compare using symbols >, = and <.	• Lesson 9-3 Comparing Numbers with >,<, =	• Lesson 22 Compare Numbers	• Inequalities with Base Ten Blocks		• Greedy Gator	

DOMAIN: Numbers and Base 10

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.NBT.3: ***Use place value understanding and properties of operations to add and subtract.***	**MAFS.1.NBT.3.4:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **2**	**Grade K:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones.	**Grade 2:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Read, write, and compare decimals to thousandths.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can use objects or drawing and explain how I solved a 2 digit addition problem.	• Lesson 9-1 1 More 1 Less 10 More 10 Less • Lesson 9-2 Making Numbers on a Hundreds Chart • Lesson 10-1 Adding Groups of Ten • Lesson 10-2 Adding Tens on a Hundreds Chart • Lesson 10-5 Adding to a Two Digit Number	• Lesson 25 Add and Regroup	• Adding Tens to Numbers		• Race to 100	**Addition** **Subtraction** **Place value** **Digits** **Multiples of ten**
I can add 10 to any 1 or 2 digit number.	• Lesson 10-4 Using Mental Math to Add Ten	• Lesson 23 Add Tens to Any Number	• Jumping Rope	Bridge Map #15	• Adding and Subtracting Ten with Justen (Just Ten) Frog	
I can compose a ten to help me add multiple numbers.	• Lesson 10-4 Using Mental Math to Add Ten	• Lesson 24 Add Tens and Add Ones	• Muffins		• Make a Ten to Make Adding Easy	
I can explain how I got my answer.	• Lesson 10-6 Problem Solving: Draw a Picture & Write a Number Sentence	• Lesson 23 Add Tens to Any Number • Lesson 24 Add Tens and Add Ones	• Adding Within 100	Flow Map #16	• Make a Ten to Make Adding Easy	

DOMAIN: Numbers and Base 10

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.NBT.3: ***Use place value understanding and properties of operations to add and subtract.***	**MAFS.1.NBT.3.5:** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**2** Basic Application of Skills and Concepts **Trimester** **2**	**Grade K:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones.	**Grade 2:** Add up to four two-digit numbers using strategies based on place value and properties of operations.	**Grade 3:** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Grade 4:** Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**Grade 5:** Fluently multiply multi-digit whole numbers using the standard algorithm.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can add ten to any two digit number using only my head.	• Math Story: Leaping Lizards • Lesson 10-3 Adding Tens to Two Digit Numbers	• Lesson 19 Understand 10 More and Ten Less	• Keisha's Shells		• Adding and Subtracting Ten • Ten Hut!	**Two digit numbers** **Mental math**
I can subtract ten from any two digit number using only my head.	• Lesson 11-4 Using Mental Math to Subtract Tens	• Lesson 19 Understand 10 More and Ten Less	• Pages in a Book		• Mentally Adding and Subtracting Tens	
I can explain how I got my answer.	• Lesson 11-4 Using Mental Math to Subtract Tens • Lesson 11-5 Subtracting from a Two Digit Number	• Lesson 19 Understand 10 More and Ten Less	• First Graders Present on Tuesday			

DOMAIN: Numbers and Base 10

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.NBT.3: ***Use place value understanding and properties of operations to add and subtract.***	**MAFS.1.NBT.3.6:** 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 strategy to a written method and explain the reasoning used.	**2** Basic Application of Skills and Concepts **Trimester** **2**	**Grade K:** Solve addition and subtraction word problems, and add and subtract within 10.	**Grade 2:** Add and subtract within 1000, 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.	**Grade 3:** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Grade 4:** Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**Grade 5:** Fluently multiply multi-digit whole numbers using the standard algorithm.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can subtract 10 from any multiple of 10 up to 90.	• Lesson 11-1 Subtracting Groups of Ten • Lesson 11-2 Subtracting Tens on a Hundreds Chart • Lesson 11-3 Subtracting Tens From Two digit Numbers	• Lesson 20 Add and Subtract Tens	• Pencils for School	Bridge Map #14	• Disappearing Tens	**Equations** **Number sentences** **Strategies** **Manipulatives**
I can use drawings or models to explain how I solved a problem.	• Lesson 11-5 Subtracting From a Two Digit Number	• Lesson 20 Add and Subtract Tens	• Subtracting Forty		• Ten-Hut! Part 2 Subtraction	
I can write a number sentence to show I subtracted.	• Lesson 11-6 Problem Solving: Draw a Picture and Write a Number Sentence	• Lesson 20 Add and Subtract Tens	• Packages of Pencils			
I can explain the thinking I used to solve a problem.	• Lesson 11-6 Problem Solving: Draw a Picture and Write a Number Sentence	• Lesson 20 Add and Subtract Tens	• Subtracting Ten		• Disappearing Tens	

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.MD.1: ***Measure lengths indirectly and by iterating length units.***	**MAFS.1.MD.1.1:** Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**2** Basic Application of Skills and Concepts **Trimester** **3**	**Grade K:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**Grade 2:** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Grade 3:** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	**Grade 4:** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	**Grade 5:** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can order objects by length.	• Math story: Super Saturday Sandcastle • Lesson 12-1 Comparing and Ordering By Length	• Lesson 31 Order Objects by Length	• Longest to Shortest Cubes		• Thrice is Nice • Fishy Lengths	**Length** **Compare** **Object** **Order**
I can use one object to help me tell about the length of other objects.	• Lesson 12-1 Comparing and Ordering By Length	• Lesson 32 Compare Lengths	• Line Lengths	Tree Map #19	• What is in the Size of a Foot?	
I can use one object to help me compare the length of other objects.	• Lesson 12-2 Indirect Measurement	• Lesson 32 Compare Lengths	• Line Lengths		• How Does Your Garden Grow?	

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard
MAFS.1.MD.1: ***Measure lengths indirectly and by iterating length units.***	**MAFS.1.MD.1.1.a:** Understand how to use a ruler to measure length to the nearest inch. a. Recognize that the ruler is a tool that can be used to measure the attribute of length. b. Understand the importance of the zero point and end point and that the length measure is the span between two points. **c.** Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.	**2** Basic Application of Skills and Concepts **Trimester** **3**	**This is a new Florida standard.** **The Common Core linear progression is not available.**

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Measure** **Unite** **End to end** **Gaps** **Overlaps** **Whole number** **Zero point** **Standard** **Equal** **Number line** **Span**
I can use a ruler to measure how long something is.	• Not in Pearson	• Lesson 33 Understand Measuring in Inches	• What Do These Marks Mean?	Tree Map #19	• Inch by Inch • Measuring With Inches	
b. I can identify the zero point on a ruler.	• Not in Pearson	• Lesson 33 Understand Measuring in Inches	• Measuring Michael's Toy Car - 2		• Inch by Inch • Measuring With Inches	
c. I can recognize units marked on a ruler have equal length intervals.	• Not in Pearson	• Lesson 33 Understand Measuring in Inches				

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.MD.2: ***Tell and write time.***	**MAFS.1.MD.2.3:** Tell and write time in hours and half-hours using analog and digital clocks.	**1** Recall **Trimester** **3**	**Grade K:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**Grade 2:** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**Grade 3:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**Grade 4:** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	**Grade 5:** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can tell and write time to the hour using an analog clock.	• Lesson 13-1 Understanding the Hour + Minute Hands • Lesson 13-4 Problem Solving: Use Data From a Table	• Lesson 34 Tell Time	• After School	Tree Map #17	• What Time Is It?	**Clock** **Analog** **Digital** **Time**
I can tell and write time to the hour using a digital clock.	• Lesson 13-2 Telling and Writing Time to the Hour	• Lesson 34 Tell Time	• Digital Clocks	Tree Map #17	• What Time Is It?	
I can tell and write time to the half-hour using an analog clock.	• Lesson 13-3 Telling and Writing Time to the Half Hour	• Lesson 34 Tell Time	• After School		• Do You Have the Time?	
I can tell and write time to the half-hour using a digital clock.	• Lesson 13-3 Telling and Writing Time to the Half Hour	• Lesson 34 Tell Time	• Digital Clocks		• It's About Time	

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard
MAFS.1.MD.2: ***Tell and write time.***	**MAFS.1.MD.2.a:** Identify and combine values of money in cents up to one dollar working with a single unit of currency. a. Identify the value of coins (pennies, nickels, dimes, and quarters). b. Compute the value of combinations of coins (pennies and/or dimes). c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (Students are not expected to understand the decimal notation for combinations of dollars and cents.)	**1** Recall **Trimester** **3**	**The Common Core linear progression is not available.**

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can name each coin.	• Not in Pearson	• Lesson 35 Money	• Determining Values of Coins	Circle Map #23	• Mystery Coins	**Coin** **Penny** **Nickel** **Dime** **Quarter** **Value** **Combination**
a. I can tell the value of each coin.	• Not in Pearson	• Lesson 35 Money	• Determining Values of Coins	Circle Map #23	• A Pot of Pennies	
b. I can find the value of a group of dimes and/or pennies.	• Not in Pearson	• Lesson 35 Money	• How Much Money?		• Counting Coins	
c. I can tell how many pennies, dimes or quarters equal one dollar.	• Not in Pearson	• Lesson 35 Money	• Relating Coins to a Dollar - 1 • Relating Coins to a Dollar - 2		• How Many Ways Can You Make Combinations of Pennies and Dimes?	

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.MD.3: *Represent and interpret data.*	**MAFS.1.MD.3.4:** 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.	**3** Strategic Thinking & Complex Reasoning **Trimester** **2**	**Grade K:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**Grade 2:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.	**Grade 3:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	**Grade 4:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	**Grade 5:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can record and read data.	• Lesson 14-4 Collecting Data Using Tally Markers • Lesson 14-5 Making Real Graphs	• Lesson 29 Sort and Count	• What's For Lunch? • Pocket Data	Flow Map #18	• M & M Lab	**Data** **Data points** **Organize** **Interpret** **Categories** **Differences**
I can tell and explain information about data.	• Lesson 14-6 Making Picture Graphs • Lesson 14-7 Problem Solving: Make a Graph	• Lesson 29 Sort and Count	• Flavors of Ice Cream	Flow Map #18	• Vote For Ice Cream	
I can answer questions about data.	• Lesson 14-1 Using Data From Real Graphs • Lesson 14-2 Using Data From Picture Graphs • Lesson 14-3 Using Data From Bar Graphs	• Lesson 3 Add and Subtract in World Problems	• Sort it Out		• Noritos Chip Company	

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.G.1: ***Reason with shapes and their attributes.***	**MAFS.1.G.1.1:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **3**	**Grade K:** Correctly name shapes regardless of their orientations or overall size.	**Grade 2:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Note: Sizes are compared directly or visually, not compared by measuring.	**Grade 3:** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. .	**Grade 4:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Grade 5:** Classify two-dimensional figures in a hierarchy based on properties.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	**Defining attributes** **Non-defining attributes** **Similarities** **Differences** **Build** **Compare** **Sort**
I can recognize and identify the attributes of shapes.	• Lesson 15-1 Identifying Plane Shapes • Lesson 15-3 Properties of Plane Shapes • Lesson 15-6 Identifying Solid Figures • Lesson 15-7 Flat Surfaces & Vertices • Lesson 15-10 Problem Solving: Use Reasoning	• Lesson 26 Understand Shapes	• Turning a Square • Is it Still a Rectangle?	Double Bubble #20	• Must or Might: Exploring Defining Attribute of 3D Figures	
I can build and draw shapes that have certain attributes.	• Lesson 15-3 Properties of Plane Shapes • Lesson 15-5 Making New Shapes from Shapes	• Lesson 26 Understand Shapes	• Draw Triangles • Attributes of a Hexagon		• Building with Triangles: What's So Special About Triangles Anyway?	
I can compare and sort shapes based on their attributes.	• Lesson 15-8 Sorting Solid Figures	• Lesson 26 Understand Shapes	• Turning a Square • Is it Still a Rectangle? • Draw Triangles • Attributes of a Hexagon	Tree Map #24	• Math Monster	

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.G.1: ***Reason with shapes and their attributes.***	**MAFS.1.G.1.2:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **3**	**Grade K:** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.	**Grade 2:** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Grade 3:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	**Grade 4:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Grade 5:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can use 2 D shapes to create another shape.	• Lesson 15-2 Problem Solving: Make an Organized List • Lesson 15-4 Building With Shapes	• Lesson 27 Understand Putting Shapes Together	• Composing a Trapezoid • Compose Shapes with Triangles and trapezoids		• Fun With Shapes • Build a New Shape	**2-D shapes** **3-D shapes** **Composite shapes**
I can use 3 D shapes to create another shape.	• Lesson 15-5 Making New Shapes From Shapes • Lesson 15-9 Building With Solid Figures	• Lesson 27 Understand Putting Shapes Together	• Building with Three Dimensional Shapes	Tree Map #21	• Shape Detectives	
I can identify the shapes used to make a composite shape.	• Lesson 15-4 Building With Shapes	• Lesson 27 Understand Putting Shapes Together	• Compose Shapes with Triangles • Fill in the Missing Part		• Puzzled by Pattern Blocks	

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.1.G.1: ***Reason with shapes and their attributes.***	**MAFS.1.G.1.3:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **3**	**Grade K:** Compose simple shapes to form larger shapes.	**Grade 2:** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Grade 3:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	**Grade 4:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Grade 5:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Learning Targets	Resources					Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Thinking Maps**	**cPalms Resources**	
I can divide a circle or rectangle into two equal shares.	• Math Story: A Fair Bear Share • Lesson 16-1 Making Equal Parts	• Lesson 28 Understand Breaking Shapes Into Parts	• Half of a Rectangle	Brace Map #22	• It's a Piece of Cake… and Pizza • Fair Share Picnic	**Equal** **Fair shares** **Half** **Halves** **Fourth** **Fourths** **Quarter** **Quarters** **Whole** **Divide**
I can divide a circle or rectangle into four equal shares.	• Lesson 16-2 Describing Equal Parts of a Whole Object	• Lesson 28 Understand Breaking Shapes Into Parts	• Partition a Rectangle	Brace Map #22	• Half of This, A Quarter of That	
I can describe the parts of circle or rectangle as halves, fourths, or quarters.	• Lesson 16-3 Making Halves and Fourths of Rectangles and Circles	• Lesson 28 Understand Breaking Shapes Into Parts	• Partition the Pizza		• Half of This, A Quarter of That	
I can describe one part of a circle or rectangle as one half of, one fourth of, or quarter of.	• Lesson 16-3 Making Halves and Fourths of Rectangles and Circles	• Lesson 28 Understand Breaking Shapes Into Parts	• Partition a Rectangle		• Half of This, A Quarter of That	
I can describe a whole circle or rectangle as having two equal shares or four equal shares.	• Lesson 16-2 Describing Equal Parts of a Whole Object	• Lesson 28 Understand Breaking Shapes Into Parts	• Partition the Pizza	Brace Map #22	• Half of This, A Quarter of That	
I can tell that when there are more shares, the shares are smaller.	• Lesson 16-4 Problem Solving: Draw a Picture	• Lesson 28 Understand Breaking Shapes Into Parts	• Which is Less?	Brace Map #22	• Half of This, A Quarter of That	