SCOPE & SEQUENCE

1st Grade Math 2020-2021

Quarter 1	Quarter 2
1.NBT.A.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.OA.C.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). **ADD & SUBTRACT WITHIN 20** -10 Frames -Basic addition and subtract (within 10-20) -"Counting On" strategy -Missing addend up to 10	**1.NBT.B.3: Compare** two two-digit numbers based on meanings of the tens and **ones digits**, recording the results of comparisons with the symbols **>, =, and** <. **1.MD.B.3: Tell** and write time in hours and half-hours using analog and digital **clocks.** **1.MD.C.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. **OA.A.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.C.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).
Quarter 3	**Quarter 4**
1.NBT.A.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.NBT.A.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.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks. **OA.A.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.C.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). **1.NBT.B.2 (A-C):** B2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: **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). **1.NBT.B.3:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**1.OA.C.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). **1.NBT.B.2 (A-C):** B2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: **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). **OA.A.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.G.A.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. **1.MD.C.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.

STANDARDS UNPACKED

	Quarter 1 ASSESSMENT RUBRICS	Quarter 2 ASSESSMENT RUBRICS	Quarter 3 ASSESSMENT RUBRICS	Quarter 4 ASSESSMENT RUBRICS
1.NBT.A.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.	**COUNT TO 50** Strategies -Skip counting -One more, one less -Counting games -Ten frames -Number lines 1.NBT.A.1 Quarter 1 SUMMATIVE	X	**1.NBT.A.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.NBT.A.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 week?)
1.NBT.B.2 (A-C): B2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: **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).**	X	X	**1.NBT.B.2 (A-C): B2:** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: **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).	**1.NBT.B.2 (A-C): B2:** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: **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).
1.NBT.B.3: Compare two **two-digit numbers** based on **meanings of the** tens and ones **digits, recording** the results of **comparisons with** the symbols >, **=, and <.**	X	**1.NBT.B.3: Compare two** two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**1.NBT.B.3:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	X
OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking	X	**OA.A.1: Use addition within 20** to solve **word problems** involving situations of adding to, putting together, and comparing, with unknowns in all positions,	**OA.A.1: Use addition and subtraction within 20 to solve** word problems involving situations of adding to, taking from, putting together, taking	**OA.A.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		e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	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	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.C.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).	Add within 20 -Use strategies such as counting on -Making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); ADD WITHIN 20 -100's Chart Count on -Number Line count on -Making 10 1.OA.C.6 SUMMATIVE ASSESSMENT	Add within 20 Subtract within 20 -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)	Add within 20 Subtract within 20 -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) -Creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)	**1.OA.C.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) -Creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13) -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).
1.MD.B.3: Tell and write time in hours and half-hours using	X	**1.MD.B.3: Tell** and write time in hours using analog and digital	**1.MD.B.3:** Tell and write time in hours and half-hours using	X

analog and digital clocks.		clocks.	analog and digital clocks.	
1.MD.C.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.	X	**1.MD.C.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.	X	**1.MD.C.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.
1.G.A.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.	X	X	X	**1.G.A.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.