Operations and Algebraic Thinking	Term 1	Term 2	Term 3
Adds and subtracts within 20. Demonstrates fluency within 10. **Benchmark**	Add and subtract within 10, using pictures, circle drawings, counting on and/or manipulatives. *(For "MS": Student can demonstrate concept independently.)*	Add and subtract within 10, using pictures, circle drawings, counting on and/or manipulatives. *(For "MS": Student can demonstrate concept independently.)*	Add and subtract within 20, demonstrating fluency within 10 *(For "ES": Student independently adds beyond 20 and can do mental math addition with 3 or more addends.)*
Adds and subtracts within 20. Demonstrates fluency within 10. Potential Assessment	**Addition:** Unit 2 Fluency Checks 1 & 2 (back of Quick Quiz 1 & 2) **Subtraction:** Unit 2 Fluency Checks 3 & 4 (back of Quick Quiz 3 & 4)	**Addition:** Unit 5 Fluency Check 12 (back of Quick Quiz 2) **Subtraction:** Unit 5 Fluency Check 11 (back of Quick Quiz 1)	**Addition:** Student Book: Unit 7 Fluency Check 15, 17 (back of Quick Quiz 1 & 3), Unit 8 Fluency Check 18 (back of Quick Quiz 1) **Subtraction:** Student book Unit 7 Fluency Check 16 (back of Quick Quiz 2)
Works with addition and subtraction equations. *(No ES for this standard.)* **Benchmark**	Write addition and subtraction equations when given visual representation. Understand the meaning of equal sign. *(For "MS": Student can demonstrate concept independently.)*	Identify the unknown partner and unknown total in addition and subtraction equations. Can identify the partners and the total in addition and subtraction equations. Determine if an equation is true or false.	Identify the unknown partner and unknown total in addition & subtraction equations. Can identify the partners and the total in addition and subtraction equations. Determine if an equation is true or false.
Works with addition and subtraction equations. Potential Assessment	Student Book: Unit 2 Test, problems 1-3, 7 Observation of equations used to solve story problems	Student Book: Unit 5 Test problems 1-3, observation of equations used to solve story problems Assessment Guide: Alternate Unit 5 Test B problems 1-3	Student Book: Unit 7 Fluency Check 15, problems 10-15, observation of equations used to solve story problems Assessment Guide: Alternate Unit 5 Test A & B problems 1-3

Operations and Algebraic Thinking	Term 1	Term 2	Term 3
Use strategies to solve a variety of word problems. **Benchmark**	Solve addition and subtraction word problems within 10 using objects and/or visual representation (pictures, circle drawing, etc.) *(For "MS": Student can demonstrate concept independently.)*	Solve story problems within 10 with various unknowns (partner and total) using a variety of strategies such as equations, math mountains, circle drawings, and number path. *(For "MS": Student can demonstrate concept independently.)*	Solve story problems within 20 with various unknowns (partner and total) using a variety of strategies such as equations, math mountains, circle drawings, and number path. *(For "ES": Student must be able to independently write their own problems and correctly solve with an equation.)*
Use strategies to solve a variety of word problems. Potential Assessment	Student Book: Unit 2 Quick Quiz 3 problems 1-5 Unit 2 Test problems 7, 8, 10	Student Book: Unit 5 Test problems 4-6, 9, 16, 17 Assessment Guide: Alternate Unit 5 Test	Student Book: Unit 8 Test problems 1, 11, 14 Assessment Guide: Alternate Unit 8 Test A problems 1, 11, 14, Unit 8 Test B problems 8, 10

Number and Operations in Base Ten	Term 1	Term 2	Term 3
Read and write numbers to 120. **Benchmark**	Read and write numbers to 50 *For "ES": Read and write numbers to 120.*	Read and write numbers to 100 *For "ES": Read and write numbers to 120.*	Read and write numbers to 120 *For "ES": Read and write numbers beyond 120.*
Read and write numbers to 120. potential assessment	Teacher Resource Book- M73-74 Blank 120s chart- students fill in numbers to 50	Teacher Resource Book- M73-74 -Blank 120s chart- students fill in numbers to 100	Teacher Resource Book- M73-74 -Blank 120s chart- students fill in numbers to 120
Understands place value for two digit numbers. **Benchmark**	N/A	Identifies tens place and ones place in a two digit number Can represent a two digit number using ten sticks and circles *For "MS": Student can demonstrate the concept independently .* *For "ES": Student can demonstrate concept with 3 digit numbers.*	Identifies tens place and ones place in a two digit number Can represent a two digit number using ten sticks and circles *For "MS": Student can demonstrate the concept independently .* *For "ES": Student can demonstrate concept with 3 digit numbers.*
Understands place value for two digit numbers. Potential Assessment	N/A	Student Book: Unit 4 Quick Quiz 2 problems 1-2, Unit 4 Test Assessment Guide: Alternate Unit 4 Test	Student Book-Unit 8 Test (using place value to solve double digit addition) Quick Quiz

Compares 2 two-digit numbers using the symbols <,>, and =. **Benchmark**	N/A	Compares 2 two-digit numbers using the symbols <,>,= *For "MS": Student can demonstrate the concept independently .* *For "ES": Student can demonstrate concept with 3 digit numbers.*	Compares 2 two-digit numbers using the symbols <,>,= *For "MS": Student can demonstrate the concept independently .* *For "ES": Student can demonstrate concept with 3 digit numbers.*
Compares 2 two-digit numbers using the symbols <,>, and =. potential assessment	N/A	Student Book: Unit 4 Quick Quiz 2 problems 3-5, Unit 4 Test, problems 14,15,18 Class activity 4-12 (p. 119, 120)	Unit 4- Quick Quiz 2 problems 3-5 Student Book- Class activity 8-6 (p. 346)
Uses place value understanding and properties of operations to add within 100 and subtract multiples of 10 **Benchmark**	N/A	N/A	Add within 100 including adding a 2-digit number and a 1-digit number (23+2) and adding a 2-digit number and a multiple 10 (23+20) Find 10 more or 10 less for a 2-digit number Subtract multiples of 10 from decade numbers (ex. 90-20) using place value strategies/drawings *For "MS": Student can demonstrate the concepts independently .* *For "ES": Student can demonstrate concepts beyond 100.*

Uses place value understanding & properties of operations to add within 100 & subtract multiples of 10 Potential Assessment	N/A	N/A	Student Book: Unit 5 Quick Quiz 2, Unit 5 Test-problems 10-15, 19 Assessment Guide: Alternate Unit 5 Test A- problems 10-15, 19, Unit test B 12-21, 25

Measurement and Data	Term 1	Term 2	Term 3
Measures objects as a whole number of standard length units. Benchmark	N/A	N/A	Lay multiple copies of a length unit end to end with no gaps or overlaps (snap cubes, paper clip, paper strips, etc) For "MS": Student can demonstrate concept independently. For "ES": Student can demonstrate concept using a ruler.
Measures objects as a whole number of standard length units. Potential Assessment	N/A	N/A	Student Book- Unit 7, Quick Quiz 3, Unit 7 Assessment #14-15

Tells and writes time to the hour and half-hour. **Benchmark**	N/A	N/A	Tells and writes time to the hour and half-hour. *For "MS": Student can demonstrate concept independently. .For "ES": Student can demonstrate ability to show time on an analog clock by placing clock hands in the correct position, for hour, 1/2 hour, and 15 minute intervals*
Tells and writes time to the hour and half-hour. potential assessment	N/A	N/A	Student Book: Unit 7 quick quiz 1, Unit 7 Test #1-4

Measurement and Data	Term 1	Term 2	Term 3
Works with US coins, using values to solve money problems. **Benchmark**	N/A	• Knows the value of pennies, nickels, and dimes. • Find equivalent values (ex. 5 pennies = 1 nickel). • Use appropriate notation (¢). • Use value of coins to solve problems.	Knows the value of pennies, nickels, dimes, <u>and quarters.</u> Find equivalent values (ex. 5 pennies = 1 nickel). Use appropriate notation (¢). Use value of coins to solve problems. *For "MS": Student can demonstrate concepts independently.* *For "ES": Student can independently demonstrate concepts, know equivalences for $1.00, and use the $ symbol.*

Works with US coins, using values to solve money problems. Potential Assessment	N/A	==See Think Central website: Grade 1 Meeting Massachusetts Standards for Money==	==See Think Central website: Grade 1 iTools, Money==
Represents and interprets data with graphs and charts. ==(No "ES" for this standard.)== Benchmark	N/A	N/A	Organize, represent, and interpret data with up to three categories. Ask and answer questions about the data.
Represents and interprets data with graphs and charts. potential assessment	N/A	N/A	Student Book-Unit 6 Test Assessment Guide- Alternate Unit 6 Tests

Geometry	Term 1	Term 2	Term 3
Understands 2D and 3D shapes and their attributes. *(No "ES" for this standard.)* **Benchmark**	N/A	N/A	Distinguish between defining attributes (triangles are closed and 3-sided) vs. non-defining attributes (color, size, orientation). Compose 2D shapes (triangles, squares, circles, rectangles) and 3D shapes (cubes, rectangular prisms, cones, cylinders, sphere).
Understands two dimensional and three dimensional shapes and their attributes. Potential Assessment	N/A	N/A	Student Book: Unit 7 Test #5-13 Assessment Guide: Alternate Unit 7 Test #5-13

LS –Student struggles with concept.

DS- Student needs teacher help with concept.

MS- Student can <mark>independently</mark> demonstrate understanding of concept.

ES- Student <mark>independently performs beyond</mark> the scope of the concept.