

Tri 1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1: 8/12-8/16	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	
Week 2: 8/19-8/23	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Progress check up
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	
Week 3: 8/26-8/30	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	i-ready testing
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	
Week 4: 9/2-9/6	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 2 Quick Check
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	i-ready testing
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	
	1.NS.3	Match the ordinal numbers (e.g., first, second, third) with an ordered set of up to 20	
Week 5: 9/9-9/13	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 2 test
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	
	1.NS.3	Match the ordinal numbers (e.g., first, second, third) with an ordered set of up to 20	
Week 6:	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	Topic 1 Quick Check
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	

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Weeks	Indicator	Standard	Assessment
9/16-9/20			
End of Grading Period			
Week 7: 9/23-9/27	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 10	Topic 1 test
	1.CA.2	Solve real-world problems involving addition and subtraction within 10	
Week 8: 9/30-10/4	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 3 check point
	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
Week 9: 10/7-10/11	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 3 test
	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
Week 10: 10/14-10/18	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	Topic 4 Quick Check
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
	1.CA.3	Using number sense and place value strategies, add within 20	
Week 11: 10/21-10/25	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	Topic 4 test
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
	1.CA.3	Using number sense and place value strategies, add within 20	
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	Topic 5 check point
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	

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Weeks	Indicator	Standard	Assessment
Week 12: 10/28-11/1	1.CA.3	Using number sense and place value strategies, add within 20	
	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	
Week 13: 11/4-11/8	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	Topic 5 test
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
	1.CA.3	Using number sense and place value strategies, add within 20	
	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1: 11/11-11/15	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	Topic 5 Quick Check
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
	1.CA.3	Using number sense and place value strategies, add within 20	
	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	
Week 2: 11/18-11/26	1.CA.2	Solve real-world problems involving addition and subtraction within 20	Topic 6 Quick Check
	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	
	1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	
	1.DA.1	With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (E)	
Week 3: 12/2-12/6	1.CA.2	Solve real-world problems involving addition and subtraction within 20	Topic 6 Assessment
	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	
	1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	
	1.DA.1	With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (E)	
Week 4: 12/9-12/13	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 7 Quick Check
	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	
Week 5: 12/16-12/20	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 7 Assessment
	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	
	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 8 Quick Check

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Weeks	Indicator	Standard	Assessment
Week 6: 1/6-1/10	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	
End of Grading Period			
Week 7: 1/13-1/17	1.NS.1	Count to at least 100 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	Topic 8 Assessment
	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	
Week 8: 1/20-1/24	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (E)	Topic 9 Quick Check
Week 9: 1/27-1/31	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (E)	Topic 9 Assessment
Week 10: 2/3-2/7	1.G.1	Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	Topic 14 Quick Check
	1.G.2	Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as "right rectangular prism."]	
	1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 11: 2/10-2/14	1.G.1	Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	Topic 14 Assessment
	1.G.2	Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as "right rectangular prism."]	
	1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	
Week 12: 2/17-2/21	1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	Topic 15 Assessment
Week 13: 2/24-2/28	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	Topic 10 Quick Check
	1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1: 3/3-3/7	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings.	Topic 10 Assessment
	1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	
Week 2: 3/10-3/14	1.NS.5 (OS)	Find mentally ten more or ten less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	Topic 11 Quick Check
	1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	
Week 3: 3/17-3/21	1.NS.5 (OS)	Find mentally ten more or ten less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	Topic 11 Assessment
	1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	
Week 4: 3/24-3/28	1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	Topic 12 Quick Check
Week 5: 4/7-4/11	1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	Topic 12 Assessment

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6: 4/14-4/18	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	Topic 13 Quick Check
	1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	
End of Grading Period			
Week 7: 4/21-4/25	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	Topic 13 Assessment
	1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	
Week 8: 4/28-5/2	1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of.	Topic 15 check point
		Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	
Week 9: 5/5-5/9	1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of.	Topic 15 Assessment
		Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	
Week 10: 5/12-5/16	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (E)	
	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	
	1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	iready testing
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 11: 5/19-5/23	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (E)	
	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	
	1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	
Week 12: 5/26-5/30 5- 26 Memorial Day	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20	iready testing
	1.CA.2	Solve real-world problems involving addition and subtraction within 20	
	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (E)	
	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	
	1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	