

T1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
Week 2	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addtion facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
Week 3	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addtion facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
Week 4	1.NS. 1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addtion facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
Week 5	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addtion facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
Week 6	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addtion facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by usinf objects,	
End of Grading Period			
Week 7	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by usinf objects,	

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Weeks	Indicator	Standard	Assessment
Week 8	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem	
Week 9	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by usinf objects,	
Week 10	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addtion facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by usinf objects,	
Week 11	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by usinf objects,	
Week 12	1.NS.1	1.NS.1 Count to at least 120 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	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such a counting on; making 10;decomposing a number leading to a 10;using the relationship between addition	
	1.CA.2	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from putting together, taking apart and comparing, with unknowns in all parts of the addition or subtraction problem	

T2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	Topic 2 Savvas Assessment
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 2	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 3	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	

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Weeks	Indicator	Standard	Assessment
Week 4	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 5	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 6	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	Topic 3 Savvas Assessment
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	

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Weeks	Indicator	Standard	Assessment
End of Grading Period			
Week 7	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 8	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 9	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	

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Weeks	Indicator	Standard	Assessment
Week 10	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	Topic 4 Savvas Assessment
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 11	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
Week 12	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts 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 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings.	
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	

T2: Curriculum Map			
Weeks	Indicator	Standard	Assessment

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	1.DA.1	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)	
	1.CA.2		
	1.CA.4		
Week 2	1.DA.1	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)	Topic 6 Assessment
Week 3	1.NS.1	1.NS.1 Count to at least 120 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. (E)	
Week 4	1.NS.1	1.NS.1 Count to at least 120 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. (E)	Topic 7 Assessment
Week 5	1.NS.2	1.NS.2 Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E)	
	1.NS.2	1.NS.2 Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E)	Topic 8 Assessment

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6			
End of Grading Period			
Week 7	1.NS.4	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 8	1.CA.3	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 9	1.CA.3	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 10	1.M.1	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 10 Assessment

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 11	1.M.2, 1.M.3	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. (S)	
Week 12	1.G.3	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. (S)	