|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Power Standards** | **Learning Targets** |  |  |  |  |
| Explain the use of operations and algebraic thinking. | I can solve addition and subtraction word problems within 20. Add to/ put together Take away/ take apartComparison model Missing addend Add 3 numbers |  |  |  |  |
| I can understand and apply addition and subtraction relationships. |  |  |  |  |
| I can add and subtract within 20. Counting up Make a ten Related +/- Doubles/doubles +1 Fluency with in 10 |  |  |  |  |
| I can identify addition and subtraction equations as being true or false. |  |  |  |  |
| Explain the use of numbers and operation in base ten. | I can extend the counting sequence. Read #s to 120 Write #’s to 120 Write numerals for # of objects |  |  |  |  |
| I can understand place value Identify each digit’s value Compare 2 digit numbers verbally Use symbols to compare numbers |  |  |  |  |
| I can use place value understanding to add and subtract within 100.  Solve 10 more, 10 less fluently 2 digit +/-- w/o regrouping |  |  |  |  |
| Interpret measurement and data. | I can measure length indirectly. Compare and order objects by length Apply non-standard measurement  |  |  |  |  |
| I can tell and write time. Skip count by 5’s and 10’s Tell/write time to the hour Tell/write time to the half hour. |  |  |  |  |
| I can represent and interpret data. |  |  |  |  |
| Analyze and understand geometry.  | I can reason with shapes and their attributes. Defining and non-defining attributes Compose and decompose shapes Fraction ¼ and ½  |  |  |  |  |