|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 apart  Comparison 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 |  |  |  |  |