

## 1.OA.1: I can use addition and subtraction within 20 to solve word problems.

| 2 | 3 | 4 |
| :---: | :---: | :---: |
| With prompts and <br> guidance, add and <br> subtract word problems <br> within 20. | Solve addition and <br> subtraction word <br> problems with different <br> strategies. | Create, solve, and <br> explain real world <br> addition and subtraction <br> problems. |

## 1.OA.6: I can add and subtract within 20 using multiple addition strategies and subtraction strategies.

| $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ |
| :---: | :---: | :---: |
| With prompts and <br> guidance, add and <br> subtract within 20 | Add and subtract within <br> 20 using multiple <br> strategies. | Add and subtract within <br> 20 using multiple <br> strategies and justify <br> reasoning. |

## 1.OA.7: I can understand the meaning of the equal sign.

| 2 | 3 | 4 |
| :---: | :---: | :---: |
| With prompts and <br> guidance, understand the <br> meaning of the equal <br> sign. | Understand the meaning <br> of the equal sign and <br> determine whether <br> equations are true or <br> false. | Explain the meaning of <br> the equal sign as a <br> concept of balance. <br> Justify whether <br> equations involving <br> addition and subtract <br> are true or false. |

1.NBT.2: I can understand that two digits of a two-digit number represent amounts of tens and ones.

| 2 | 3 | 4 |
| :---: | :---: | :---: |
| Identify the digits of a <br> two-digit number <br> represent tens and ones <br> with prompts and <br> guidance. | Understand that the <br> digits of a two-digit <br> number represent tens <br> and ones. | Understand that the <br> digits of a two-digit <br> number represent tens <br> and ones. Represent the <br> number in multiple <br> ways. |

