1.NBT.3: I can compare 2 two-digit numbers based on the meanings of the tens and ones digits and record the results of the comparisons with the symbols >, =, and <.

2	3	4
Compare 2 two-digit numbers based on meanings of the tens and ones digits, using manipulatives and pictures for support.	Compare 2 two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Demonstrate understanding of place value comparing two-digit numbers using the symbols >, =, and <. Create and solve real world problems involving comparison of numbers.

1.NBT.4: I can 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. I understand that in adding two-digit numbers, one adds tens to tens and ones to ones, and that I sometimes will need to make a ten.

2	3	4
Add within 100 using manipulatives to compose a ten.	Add within 100 using concrete models or drawings to describe the relationship and composing a ten, relate the strategy to a written method and explain the reasoning used.	Create and solve real world addition and subtractions problems within 100 using multiple strategies and explain the reasoning used.

QUARTER 3: 1.NBT.3 & 1.NBT.4

1.MD.2: I can express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end with no gaps or overlaps.

2	3	4
Use a variety of manipulatives to measure the length of an object.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end with no gaps or overlaps.	Demonstrate accurate measurement, expressing the length of an object as a whole number of length units. Create and solve real world measurement problems.

QUARTER 3: 1.MD.2