

Grade Level: 1 Competency/Proficiency Analysis by Module (Modules 1 – 6) v. 8-21-17

| Code | Competency Statement/Proficiency Scale Statement | M1 | M2 | M3 | M4 | M5 | M6 |
|---|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Operations and Algebraic Thinking - 1.OA.A | Skill Competency: Students will represent and solve problems involving addition and subtraction. | | | | | | |
| Addition and Subtraction - 1.AS.3A | I can solve word problems involving addition and subtraction within 20, using objects, drawings, and equations to represent the problem (1.OA.A.1) | X, M, E | X, M, E | X, E | X, E | | X, M, E |
| Addition and Subtraction - 1.AS.3B | I can solve word problems involving addition of three whole numbers (sum less than or equal to 20) using objects, drawings, and equations (1.OA.A.2) | | X, M, E | | | | |
| Operations and Algebraic Thinking - 1.OA.B | Skill Competency: Students will understand and apply properties of operations and the relationship between addition and subtraction. | | | | | | |
| Properties of Operations - 1.PRPO.2A | I can recognize examples of the commutative and associative properties. (Students do not need to use the formal terms for these properties.) | M | E | | | | |
| Properties of Operations - 1.PRPO.3A | I can apply properties of operations as strategies to add and subtract (for example, commutative, associative*) (1.OA.B.3) | X, M, E | X, M, E | | | | |
| Properties of Operations - 1.PRPO.3B | I can solve subtraction problems as unknown addend problems (for example, subtracting 10 – 8 by finding the number that makes 10 when added to 8) (1.OA.B.4) | X, E | X, M, E | | | | |
| Operations and Algebraic Thinking - 1.OA.C | Content Competency: Students will add and subtract within 20. | | | | | | |
| Addition and Subtraction - 1.AS.2B | I can relate counting to addition and subtraction (for example, counting on by two to add two) (1.OA.C.5). | X, E | X, E | | | | |
| Addition and Subtraction - 1.AS.2C | I can add and subtract within 20 (strategies may include using objects and drawings, counting on, making 10, decomposing a number leading to a 10, using the relationship between addition and subtraction, or creating equivalent but easier or known sums). (1.OA.C.6). | X, M, E | X, M, E | | | | |
| Addition and Subtraction - 1.AS.2D | I can add and subtract fluently within 10 (1.OA.C.6). (Required Grade 1 Fluency – Add/Subtract within 10.) | X, M | X | | | | |
| Operations and Algebraic Thinking - 1.OA.D | Content Competency: Students will work with addition and subtraction equations. | | | | | | |
| Addition and Subtraction - 1.AS.2A | I can recognize symbols, such as +, –, and =. | | | | | | |
| Addition and Subtraction - 1.AS.2E | I understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (1.OA.D.7) | X, M, E | X, E | | | | |
| Addition and Subtraction - 1.AS.3C | I can determine the unknown whole number in an addition or subtraction equation relating three whole numbers (1.OA.D.8) | X, E | E | | | | |

| | | M1 | M2 | M3 | M4 | M5 | M6 |
|--------------------------------------|--|----|------|------|---------|----|---------|
| Number – Base Ten - 1.NBT.A | Skill Competency: Students will extend the counting sequence. | | | | | | |
| Number Names - 1.NBNM.2A | I can count and write numbers up to 120. (1.NBT.A.1) | | | | X, M, E | | X, M, E |
| Number Names - 1.NBNM.3A | I can count numbers to 120, starting at any number less than 120. (1.NBT.A.1) | | | | M, E | | |
| Number Names - 1.NBNM.3B | I can represent a number of objects with a written numeral. (1.NBT.A.1) | | | | | | X |
| Number – Base Ten - 1.NBT.B | Content Competency: Students will understand place value. | | | | | | |
| Place Value - 1.PV.2A | I can recognize symbols, such as <, >, and =. | | | | | | |
| Place Value - 1.PV.2B | I can represent the two digits of a two-digit number as amounts of tens and ones (1.NBT.B.2) | | X, E | | X, M, E | | X, M, E |
| Place Value - 1.PV.3A | I can compare and order two-digit numbers based on meanings of the tens and ones using <, >, or =. (1.NBT.B.3) | | | | X, M, E | | X, M, E |
| Number – Base Ten - 1.NBT.C | Content Competency: Students will use place value understanding and properties of operations to add and subtract. | | | | | | |
| Addition and Subtraction - 1.AS.2F | I can add a two-digit number to a one-digit number using concrete models. (1.NBT.C.4) | | X | | X, M | | M, E |
| Addition and Subtraction - 1.AS.2G | I can subtract multiples of 10 in the range of 10 to 90 using concrete models. (1.NBT.C.6) | | | | M | | X, M, E |
| Addition and Subtraction - 1.AS.3D | I can add within 100, including adding a two-digit number to a one-digit number and adding a two-digit number and a multiple of 10, and explain the strategies and reasoning used. (1.NBT.C.4) | | | | X, E | | X, M, E |
| Addition and Subtraction - 1.AS.3E | I can subtract multiples of 10 in the range 10 to 90 from multiples of 10 in the range of 10 to 90 and explain the strategies and reasoning used. (1.NBT.C.6) | | | | X, E | | |
| Place Value - 1.PV.3B | I can, given a two-digit number, mentally find 10 more or 10 less. (1.NBT.C.5) | | | | X, M, E | | X, M, E |
| Measurement and Data - 1.MD.A | Skill Competency: Students will measure lengths indirectly and by iterating length units. | | | | | | |
| Measurement - 1.MEAS.2A | I can order three objects by length. (1.MD.A.1) | | | X, E | | | |
| Measurement - 1.MEAS.2B | I can compare the length of two objects indirectly by using a third object. (1.MD.A.1) | | | X, E | | | |
| Measurement - 1.MEAS.3A | I can express the length of an object as a whole number of length units. (1.MD.A.2) | | | X, E | | | |

| | | M1 | M2 | M3 | M4 | M5 | M6 |
|--|---|----|----|------|----|------|----|
| Measurement and Data - 1.MD.B | Content Competency: Students will tell and write time. | | | | | | |
| Time - 1.TIME.2A | I can tell time to the hour and half hour using a digital clock. (1.MD.B.3) | | | | | E | |
| Time - 1.TIME.3A | I can tell time in hours and half-hours using analog clock. (1.MD.B.3) | | | | | X, E | |
| Measurement and Data - 1.MD.C | Skill Competency: Students will represent and interpret data. | | | | | | |
| Represent and Interpret Data - 1.RIDT.2A | I can organize data into up to three categories. (1.MD.C.4) | | | | | | |
| Represent and Interpret Data - 1.RIDT.2B | I can ask and answer questions about data and representations of data (for example, total number of data points, number in each category, how many more or less in one category). (1.MD.C.4) | | | X, E | | | |
| Represent and Interpret Data - 1.RIDT.3A | I can represent and interpret data with up to three categories. (1.MD.C.4) | | | X | | | |
| Geometry - 1.G.A | Skill Competency: Students will reason with shapes and their attributes. | | | | | | |
| Shapes - 1.SHAP.2A | I can identify the attributes of various shapes. | | | | | X, E | |
| Compose and Decompose Shapes - 1.CDSH.2A | I can create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles). | | | | | E | |
| Compose and Decompose Shapes - 1.CDSH.2B | I can partition circles and rectangles into two and four equal shares. (1.G.A.3) | | | | | E | |
| Shapes - 1.SHAP.3A | I can distinguish between the defining and non-defining attributes of a variety of shapes (for example, defining attributes of triangles: closed, three-sided; non-defining attributes include color, orientation, and overall size). (1.G.A.1) | | | | | E | |
| Compose and Decompose Shapes - 1.CDSH.3A | I can create composite shapes by composing three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders). (1.G.A.2) | | | | | X, E | |
| Compose and Decompose Shapes - 1.CDSH.3B | I can describe the shares of partitioned circles and rectangles using the words halves, fourths, and quarters. (1.G.A.3) | | | | | X, E | |
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| Kindergarten | | | | | | | |
| Shapes - K.SHAP.2C | I can name shapes regardless of orientation or size. (K.G.A.2) | | | | | X, E | |
| Shapes - K.SHAP.2E | I can identify attributes of two- and three-dimensional shapes. | | | | | X | |
| Shapes - K.SHAP.3A | I can analyze and compare a variety of two- and three-dimensional shapes using informal language to describe similarities, differences, component parts (for example, number of sides and vertices/"corners") and other attributes (for example, having sides of equal length). (K.G.B.4) | | | | | X | |

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| 2ND Grade | | | | | | | |
| Money - 2.MON.2B | I can recognize or recall the values of dollar bills, quarters, dimes, nickels, and pennies. | | | | | | X, E |

X = Exit ticket

M = MidModule Assessment

E = End of Module Assessment