Montezuma Elementary First Grade Math Descriptors of Learning

Standard	***1st Quarter***	***2nd Quarter***	***3rd Quarter***	***4th Quarter***
Counting	Use skip counting to add and subtract on the number line and extend number patterns within 100.	Count to 120 starting at any number and can write and represent a number of objects with a written numeral.	Count to 120 starting at any number and can write and represent a number of objects with a written numeral.	Count to 120 starting at any number and can write and represent a number of objects with a written numeral.
Comparing Numbers	Compare the value of two numbers less than 20. Can name the bigger or smaller number.	Compare any two-digit numbers based on the tens and ones digits using the symbols: >, =, or <.	Compare any two-digit numbers based on the tens and ones digits using the symbols: >, =, or <	Compare two number sentences and three-digit numbers up to 120 using the symbols: >, =, or < Ex: [4+1] < [2 + 7]
Addition	Add on a number line to solve simple number stories and extend number patterns.	Solve and write addition number models for parts and total, change, and comparison number stories within ten.	Use addition within 14 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Use addition within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Subtraction	Subtract on a number line to solve simple number stories and extend number patterns.	Solve and write subtraction number models for parts and total, change, and comparison number stories within ten.	Use subtraction within 14 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Use subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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Measurement	Identify the shortest and longest out of two or three objects.	Order three objects by length.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Insert and Interpret Data	Organize data in a tally chart and answer simple questions about a tally chart.	Organize data in a tally chart and answer simple questions about a tally chart or bar graph.	Organize data in a tally chart or bar graph and answer simple questions about a tally chart or bar graph.	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another answer simple questions about a tally chart or bar graph.
Geometry	Combine pattern blocks to make designs; combine base-10 blocks to build structures.	Compose a new two-dimensional shape from two two-dimensional shapes; compose shapes with base-10 blocks.	Using two two-dimensional shapes, compose two different two-dimensional shapes	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three- dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
Mental Math	No expectations for mastery at this point.	Given a two-digit number, find 10 more and ten less than the number using any tool.	Given a two-digit number, mentally find 10 more and ten less than the number without having to count.	Given a two-digit number, mentally find 10 more and ten less than the number without having to count.

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Place Value	No expectations for mastery at this point.	Identify a two-digit number represented by pictures or base ten blocks	Able to explain that the two digits of a two-digit number represents amounts of tens and ones. Ex. - 19 = 1 group of 10 and 9 ones	Able to explain that the two digits of a two-digit number represents amounts of tens and ones.
Two-Digit Addition	No expectations for mastery at this point.	Add a two-digit and a one-digit number using tools.	Add within 100 using tools.	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, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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Two-Digit Subtraction	No expectations for mastery at this point.	Find the difference between two-digit multiples of 10 using tools.	Subtract two-digit multiples of 10 from other two-digit multiples of 10 using tools.	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Time	No expectations for mastery at this point.	No expectations for mastery at this point.	Show time to the hour on an analog clock with both the hour and minute hands.	Tell and write time in hours and half-hours using analog and digital clocks.
Fractions	No expectations for mastery at this point.	No expectations for mastery at this point.	No expectations for mastery at this point.	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and q*uarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.