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Quarter	Standards (Priority Standards are highlighted, tested Standards are starred)
1st Quarter	***CC.1** Count to 100 by ones and by tens. ***CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). ***CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). ***CC.5** Count to answer 'how many?" questions. a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20, count out that many objects. c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.) ***CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] ***CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted **CC.7** Compare two numbers between 1 and 10 presented as written numerals ***INTRODUCTION OF STANDARDS*** ***The following standards are going to be introduced in unit 1 and unit 2 not to be assessed until quarter 3 which is unit 5 and unit 6.*** **G.2** Correctly name shapes regardless of their orientations or overall size. **G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **G.6** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

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	G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. **G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2nd Quarter	***OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. ***OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation). ***OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **OA.5** Fluently add and subtract within 5. ***INTRODUCTION OF STANDARDS*** ***The following standards are going to be introduced in unit 3 and unit 4 not to be assessed until quarter 4 which is unit 6 .*** **NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)

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3rd Quarter	***NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8) ***G.2** Correctly name shapes regardless of their orientations or overall size. ***G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **G.6** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* ***G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ***G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).
4th Quarter	***MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* ***MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ***MD.1** Describe several measurable attributes of an object, such as length or weight. *For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"* ***Standard Review*** *In Bridges, they use the end of the year to "bridge the gap" between first and kindergarten*

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	standards. These last two units, units 7 and 8 will teach place value, computing, and measuring. You will also use this time to spiral review and re-teach any standard your students did not understand by using CFA data by quarters.