**Step 1: Selecting Essential Standards:**

What Do Students Need to Know and Be Able To Do By the End of the Course?

| What Students Need to Know and Be Able To Do By the End of the Course  | Unit(s) |
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| 1.OA.1 Use addition and Subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem | Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 7 |
| 1.OA.6 Add and Subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, using the relationship between addition and subtraction and creating equivalent but easier or known sums | Chapter 1, Chapter 2, Chapter 3, Chapter 4Chapter 7 |
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| 1.NBT.2 Understand that the two digits of a two digit number represent amounts of tens and ones. Understand the following1. 10 can be thought of as a bundle of ten ones - called a ten
2. The number from 11 to 19 are composed of a ten and one
3. The numbers 10, 20, 30, 40, 50 refer to one, two, three, four, five tens
 | Chapter 5Chapter 6 |
| 1.OA.5 Relate counting to addition and subtraction (counting on 2 by adding 2) | Chapter 3 Chapter 4Chapter 6 |
| 1.OA. 4 Understand subtraction as an unknown addend problem | Chapter 2 Chapter 4 |
| 1.NBT.1 Count to 120 starting at any given number less than 120. In this range, read and write numerals and represent a number of objects within a written numeral. | Chapter 5 |
| 1.NBT.3 Compare two digit numbers based on meaning of tens and ones digits, recording the results of comparisons with the symbols >, <, = | Chapter 5 |
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