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**Essential Standards Unit Plan**

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| MGSE1.OA.6 Add and subtract within 20. a. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | | | | X Knowledge ❑ Performance skills  X Reasoning ❑ Product | |
| **End-of-unit assessment:**  **March 5** | | | | When taught: End of Jan- March 5  Instructional days needed: 6 weeks  See calendar for CFA and response days | |
| **Knowledge Targets** | **Reasoning Targets** | | **Performance Skills Targets** | **Product Targets** | |
| Targets 1-2 | Learning targets 3-6 | |  |  | |
| **Student-friendly learning targets:**  C:\Users\pat.boyter\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7620F0C4.tmp  Learning Target 6- I can apply an addition strategy to solve word problems  Learning Target 5- I can use the relationship between addition and subtraction to solve the problems  Learning Target 4- I can make groups of 10 to help solve addition problems  Learning Target 3- I can use inverse operations to solve fact families  Learning Target 2- I can use a picture model to solve addition and subtraction problems  Learning Target 1: I can use a number line to solve addition and subtraction problems  SMART GOAL: By the end of this unit, 95% of our students will meet the set proficiency rate of 80% on the CSA. | | | | | |
| **Assessment**  (Which target or targets are being assessed? How will the  assessment be used? Is it a common  or individual assessment?) | | **Connection to Standard**  (How will this assessment set up students for successful mastery of the standard?) | | **Student Involvement**  (How will students engage in the assessment process?) | **Time Line** |
| 1. Learning Target 1 | | This assessment will demonstrate mastery of identifying the main idea in a text. | | Students will self-assess using a daily journal entry/ written response. | 4 days |
| 2. Learning Target 2 | | This assessment will demonstrate mastery by showing the student understands the difference between the main idea and the details of a text. | | Students will self-assess using a daily journal entry/ written response. | 4 days |
| 3. Learning Target 3 | | This assessment will demonstrate mastery of connecting details to the main ideas they support. | | Students will self-assess using a daily journal entry/ written response. | 4 days |