

Unpacking the Standard

| Standard 2.OA.A.1 | | |
|--|---|------------|
| <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions Represent a strategy with a related equation including a symbol for the unknown number | | |
| Prerequisite Skills | | |
| <ul style="list-style-type: none"> Add & Subtract within 20 Understanding of JRU & SRU word problems Awareness of other math word problem types (link) | | |
| Content (Nouns) <i>What students need to know</i> | Skills (Verbs) <i>What students need to be able to do</i> | DOK |
| Addition | Adding to (Joining Problems) | |
| Subtraction | Taking from (Separating Problems) | |
| One Step Word Problems | Putting together (Part- Part- Whole) | |
| Two Step Word Problems | Taking Apart (Part- Part- Whole) | |
| Equation | Comparing (Comparing) | |
| Symbol | Use | |
| Unknown | Represent | |
| Vocabulary to be Taught by Teacher | | |
| Equation | | |
| Symbol (example- $5+4=n$) n =number | | |
| Sum | | |
| Addend | | |
| Difference | | |
| Student Learning Targets | | |
| I can draw a picture or write an equation to match and solve a join results unknown word problem (with a variable for the missing number). | | |
| I can draw a picture or write an equation to match and solve a join change unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a join start unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a compare quantity unknown unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a part part whole whole unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a separate result unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve separate change unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a separate start unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a compare difference unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve a part part whole part unknown word problem (with a variable for the missing number). | | |
| I can write an equation to match and solve various word problem types in two-step word problems (with a variable for the missing number). (make sure problems have regrouping and non-regrouping) | | |

How might a student demonstrate advanced or extended mastery of the standard?

The student can solve one and two step word problems (all except multiplication/division) using addition and subtraction within 100. The student uses an equation with a symbol to represent the unknown.

Standard *(learning progression ends here with mastery of this standard)*

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|----------|--|
| 4 | The student can solve one and two step word problems (all except multiplication/division) using addition and subtraction within 100. The student uses an equation with a symbol to represent the unknown. Process and solution have no errors. |
| 3 | The student can solve one and two step word problems (all except multiplication/division) using addition and subtraction within 100. The student uses an equation with a symbol to represent the unknown. If there is a mistake in student work, the student requires no additional instruction to correct their thinking. (process is correct, the final solution may not be correct) |
| 2 | The student can only solve one step word problems within 100. |
| 1 | The student can only solve one step word problems within 20. |

Unpacking the Standard - RL 2.1 Reading Literature

| Standard | | |
|---|---|------------|
| RL 2.1 - Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | |
| Prerequisite Skills | | |
| <ul style="list-style-type: none"> • Be able to ask questions about the text • Identify key details • Distinguish between a question and the answer. | | |
| Content (Nouns) <i>What students need to know</i> | Skills (Verbs) <i>What students need to be able to do</i> | DOK |
| who | identify | 1 |
| what | answer questions | 1 |
| when | demonstrate | 2 |
| where | ask questions | 2 |
| why | elaborate | 2 |
| how | | |
| key details | | |
| Comprehension Strategies | | |
| Predicting | | |
| Making Connections | | |
| Asking Questions | | |
| Student Learning Targets | | |
| I can answer who, what, when, where, why, and how questions about key details in a text. | | |
| I can make predictions relating to the who, what, when, where, why and how in a text. | | |
| I can ask questions about the who, what, when, where, why and how related to the text. | | |
| How might a student demonstrate advanced or extended mastery of the standard? | | |
| Students are able to refer back to the text to provide evidence when answering questions about the text. Students will ask an additional question based on the evidence. | | |
| Standard <i>(learning progression ends here with mastery of this standard)</i> | | |
| 4 | Students are able to refer back to the text to provide evidence when answering questions about the text. Students are able to ask an additional question based on the evidence. | |
| 3 | Students are able to answer all of the W/H questions using key details as evidence of their knowledge of the text and question. Given a scenario, students are able to create relevant questions (related/connected to the content of the story) about the text. | |
| 2 | Students are able to answer most of the who, what, when, where, why, and how questions. Students need prompting to create questions (like question stems). | |
| 1 | Students are able to answer a few of the who, what, when, where, why, and how questions. Students require an example question to create a question or are not able to create questions about the text. | |