OPERATIONS AND ALGEBRAIC THINKING - Represent and solve problems involving addition and subtraction

1.OA.1 Use addition and subtraction 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.

EE1.OA.1.a. Use language to describe putting together and taking apart, aspects of addition and subtraction

4	Use words like take away, subtract, give, add, more, and same quantity, when putting together and taking apart.
3	Use language to describe putting together and taking apart, aspects of addition and subtraction.
2	Put together or take away.
1	Follow directions to put together or take away an object with a verbal prompt.

1.OA.1 Use addition and subtraction 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.

EE1.OA.1.b. Recognize two groups that have the same or equal quantity.

4	Create two groups that have the same or equal quantity.
3	Recognize two groups that have the same or equal quantity.
2	Add one more to a group to make it the same or equal to the other.
1	Replicate a group of objects.

1.0A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

EE1.OA.2. Use "putting together" to solve problems with two sets

4	Use "putting together" to solve problems using three sets.
3	Use "putting together" to solve problems with two sets.
2	Use "putting together" to solve a problem with one set and adding one more.
1	Put in an item from a group, using technology or objects.

OPERATIONS AND ALGEBRAIC THINKING - Add and subtract within 20

1.0A.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

EE1.0A.5a. Use manipulatives or visual representations to indicate the number that results when adding one more.

4	Indicate the numeral that results when adding one more to the numbers.
3	Use manipulatives or visual representations to indicate the number that results when adding one more.
2	Indicate the numbers that result when adding one more to the numbers from one to five
1	Do or give one more.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

EE1.OA.5b. Apply knowledge of "one less" to subtract one from the numbers.

4	Indicate the numeral that is one less.
3	Apply knowledge of "one less" to subtract one from the numbers.
2	Indicate how many are left when one is taken away from two to four objects.
1	Remove or take one away.

NUMBERS AND OPERATIONS IN BASE TEN - Extend the counting sequence

1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

EE1.NBT.1.a. Count by ones.

4	Count from 1 - 30 with meaning; cardinality.
3	Count by ones.
2	Count to 10.
1	Count to two.

1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

EE1.NBT.1.b. Count as many as 10 objects and represent the quantity with the corresponding numeral.

4	Count up to 20 objects and represent the quantity with a numeral.
3	Count as many as 10 objects and represent the quantity with the corresponding numeral.
2	Count as many as five objects and/or represent the quantity with the appropriate numeral.
1	Count up to two objects.

NUMBERS AND OPERATIONS IN BASE TEN - Understand place value

1.NBT.2. Understand that the two digits of a two digit number represent amounts of tens and ones.

EE1.NBT.2. Create sets of 10.

4	Create multiple sets of ten with an odd number of objects (remainders).
3	Create sets of 10.
2	Create one set of 10 to match another set of 10.
1	Identify a set of five.

1.NBT.3. Compare two, three-digit numbers based on the meanings of the hundreds, tens and ones digits using >, = and < symbols to record the results of comparisons.

EE1.NBT.3. Compare two groups of 10 or fewer items when the quantity of items in each group is similar.

4	Choose the larger/smaller set of items that are <10, >10 when the sets differ by three or fewer.
3	Compare two groups of 10 or fewer items when the quantity of items in each group is similar.
2	Choose the matching set of items.
1	Match sets of one, two, or three objects .showing the same number of objects.

NUMBERS AND OPERATIONS IN BASE TEN - Use place value understanding and properties of operations to add and subtract

1.NBT.4. 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.

EE1.NBT.4. Compose numbers less than or equal to five in more than one way.

4	Compose numbers less than or equal to 10 in more than one way.
3	Compose numbers less than or equal to five in more than one way.
2	Identify (subitize) sets of one to three objects.
1	Repeat the number of objects in sets of 1-3 objects.

1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences),

EE1.NBT.6. Decompose numbers less than or equal to five in more than one way

4	Decompose numbers less than or equal to 10 in more than one way.
3	Decompose numbers less than or equal to five in more than one way.
2	Decompose numbers less than or equal to five in one way.
1	Identify two sets of the same object (less than five) as they are being decomposed.

MEASUREMENT AND DATA - Measure lengths indirectly and by iterating length units

1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;

EE1.MD.1-2. Use appropriate vocabulary to describe the length of an object using the language of longer/shorter, taller/shorter.

4	Measure and compare two similar objects aligned at the same starting point, and describe which is longer/shorter, taller/shorter.
3	Use appropriate vocabulary to describe the length of an object using the language of longer/shorter, taller/shorter.
2	With guidance and support, select from two everyday objects based on the stated attribute (long/short, tall/ short).
1	Explore tall/short objects.

MEASUREMENT AND DATA - Tell and write time

1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

EE1.MD.3.a. Demonstrate an understanding of the terms "tomorrow, yesterday, and today."

4	Use the words "today, tomorrow, and yesterday" to refer to personal activities and events.
3	Demonstrate understanding of the terms "tomorrow, yesterday, and today."
2	Indicate understanding of the term "today."
1	Identify an activity that will take place "today."

1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

EE1.MD.3.b. Name a day of the week for tomorrow and yesterday.

4	Using a calendar, recall the 7 days of the week and identify the appropriate day for tomorrow yesterday.
3	Name a day of the week for tomorrow and yesterday.
2	Name a day of the week.
1	Identify an activity that is happening today.

1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

EE1.MD.3.c. Identify activities that come next, before, and after.

4	Correctly sequence the activities given the direction to identify what comes next, before, and after in the day's or week's schedule.
3	Identify activities that come next, before, and after.
2	Indicate activities that come next.
1	Recognize the next activity.

1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

EE1.MD.3.d. Demonstrate an understanding that telling time is the same every day.

4	Demonstrate an understanding of telling time with a clock or watch related to real-life context.
3	Demonstrate an understanding that telling time is the same every day.
2	Demonstrate an understanding of the use of a clock (time).
1	Recognize representations of different parts of the day; morning, noon, and night.

MEASUREMENT AND DATA - Represent and interpret data

1.MD.4. 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.

EE1.MD.4. Given a count of the total number of data points in two categories, determine whether there are more or less in each category.

4	Collect and count data into at least two categories to answer questions about the total number of data points and whether there are more or less in one category than in another.
3	Given a count of the total number of data points in two categories, determine whether there are more or less in each category.
2	Put objects and choices into categories.
1	Participate in data collection by voting or otherwise choosing.

GEOMETRY - Reason with shapes and their attributes

1.G.1. Distinguish between defining attributes versus non defining attributes

1.G.2. Compose two dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

EE1.G.1. Identify common two-dimensional shapes: square, circle, triangle, and rectangle.

4	Identify attributes of common two-dimensional shapes: square, circle, triangle, and rectangle.
3	Identify common two-dimensional shapes: square, circle, triangle, and rectangle
2	Match shape to shape.
1	Recognize a shape.

1.G.3. 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 quarter of.

EE1.G.3. Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).

4	Demonstrate part and whole terminology understanding.
3	Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).
2	Put together two pieces.
1	Given an inset puzzle or technology equivalent, insert a shape.