

BENCHMARK SEQUENCE REPORT

MATHEMATICS GRADE 1 BY QUARTER



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Quarter 1		Quarter 2		Quarter 3		Quarter 4		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
DOMAIN: Standards for Mathematical Content									
<i>Strand: Operations and Algebraic Thinking (OA)</i>									
1.SMC.OA.1 Represent and solve problems involving addition and subtraction.									
								1.SMC.OA.1.1.a	Add and subtract numbers up to 20 to solve word problems
								1.SMC.OA.1.2.b	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20
1.SMC.OA.2 Understand and apply properties of operations and the relationship between addition and subtraction.									
								1.SMC.OA.2.1.b	Apply properties of operations as strategies to add and subtract
								1.SMC.OA.2.2.c	Use subtraction as an unknown-addend problem with numbers up to 20
1.SMC.OA.3 Add and subtract within 20.									
								1.SMC.OA.3.1.a	Relate counting to addition and subtraction
								1.SMC.OA.3.2-1.b	Add and subtract numbers up to 20
								1.SMC.OA.3.2-2.b	Add and subtract numbers up to 10 fluently
1.SMC.OA.4 Work with addition and subtraction equations.									
								1.SMC.OA.4.1-1.b	Describe the meaning of the equal sign in an addition and subtraction equation
								1.SMC.OA.4.1-2.b	Evaluate whether equations involving addition and subtraction are true or false
								1.SMC.OA.4.2.c	Determine the unknown whole number in an addition or subtraction equation involving three whole numbers
<i>Strand: Number and Operations in Base Ten (NBT)</i>									
1.SMC.NBT.1 Extend the counting sequence.									
								1.SMC.NBT.1.1-1.b	Count numbers up to 120, starting at any number less than 120
								1.SMC.NBT.1.1-2.a	Read numerals from 1 to 120
								1.SMC.NBT.1.1-3.a	Write numerals from 1 to 120
								1.SMC.NBT.1.1-4.c	Represent a number of up to 120 objects with a written numeral
1.SMC.NBT.2 Understand place value.									
								1.SMC.NBT.2.1.b	Represent the two digits of a two-digit number in amounts of tens and ones
								1.SMC.NBT.2.2-1.c	Compare two two-digit numbers based on a breakdown into tens and ones
								1.SMC.NBT.2.2-2.c	Record the results of comparisons between two two-digit numbers using the symbols $>$, $=$, and $<$
1.SMC.NBT.3 Use place value understanding and properties of operations to add and subtract.									

**BENCHMARK SEQUENCE REPORT
MATHEMATICS GRADE 1 BY QUARTER**



								1.SMC.NBT.3.1-1.a	Add a two-digit and a one-digit number using numbers up to 100
								1.SMC.NBT.3.1-2.a	Add a two-digit number and a multiple of 10 using numbers up to 100
								1.SMC.NBT.3.2-1.c	Add and subtract 10 from a two-digit number mentally
								1.SMC.NBT.3.2-2.c	Explain the process of adding and subtracting 10 from a two-digit number mentally
								1.SMC.NBT.3.3-1.b	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 leading to positive or zero differences
								1.SMC.NBT.3.3-2.c	Explain the reasoning used to subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 leading to positive or zero differences
Strand: Measurement and Data (MD)									
1.SMC.MD.1 Measure lengths indirectly and by iterating length units.									
								1.SMC.MD.1.1-1.a	Order three objects by length
								1.SMC.MD.1.1-2.a	Compare the lengths of two objects indirectly by using a third object
								1.SMC.MD.1.2-1.a	Express the length of an object as a whole number of length units
								1.SMC.MD.1.2-2.b	Relate the length measurement of an object to the number of same-size length units that span it with no gaps or overlaps
1.SMC.MD.2 Tell and write time.									
								1.SMC.MD.2.1-1.b	Write time in hours and half-hours using analog and digital clocks
								1.SMC.MD.2.1-2.b	Tell time in hours and half-hours using analog and digital clocks
1.SMC.MD.3 Represent and interpret data.									
								1.SMC.MD.3.1-1.c	Organize data into up to three categories
								1.SMC.MD.3.1-2.c	Assess the total number of data points overall and in up to three categories
								1.SMC.MD.3.1-3.c	Compare the number of data points in up to three categories to each other
Strand: Geometry (G)									
1.SMC.G.1 Reason with shapes and their attributes.									
								1.SMC.G.1.1-1.b	Distinguish between defining attributes versus non-defining attributes of shapes
								1.SMC.G.1.1-2.b	Build and draw shapes that demonstrate defining attributes
								1.SMC.G.1.2-1.c	Compose two-dimensional shapes to create a composite shape
								1.SMC.G.1.2-2.c	Compose two-dimensional composite shapes into a new shape
								1.SMC.G.1.2-3.c	Compose three-dimensional shapes to create a composite shape
								1.SMC.G.1.2-4.c	Compose three-dimensional composite shapes into a new shape
								1.SMC.G.1.3-1.c	Partition circles and rectangles into two and four equal shares
								1.SMC.G.1.3-2.c	Describe two and four shares of partitioned circles and rectangles using words and phrases
								1.SMC.G.1.3-3.c	Describe a whole in terms of shares
DOMAIN: Standards for Mathematical Practices									

BENCHMARK SEQUENCE REPORT

MATHEMATICS GRADE 1 BY QUARTER



Strand: <i>Solve Problems (MP1)</i>									
1.SMP.1 1. Make sense of problems and persevere in solving them.									
								1.SMP.1.1-1.c	Make sense of your problem
								1.SMP.1.1-2.c	Reflect on your thinking as you solve your problem
								1.SMP.1.1-3.c	Keep trying when your problem is hard
								1.SMP.1.1-4.c	Check whether your answer makes sense
								1.SMP.1.1-5.c	Solve problems in more than one way
								1.SMP.1.1-6.c	Compare the strategies you and others use
Strand: <i>Reason (MP2)</i>									
1.SMP.2 2. Reason abstractly and quantitatively.									
								1.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects
								1.SMP.2.1-2.c	Make sense of the representations you and others use
								1.SMP.2.1-3.c	Make connections between representations
Strand: <i>Construct Arguments (MP3)</i>									
1.SMP.3 3. Construct viable arguments and critique the reasoning of others.									
								1.SMP.3.1-1.c	Make mathematical conjectures and arguments
								1.SMP.3.1-2.c	Make sense of others' mathematical thinking
Strand: <i>Model (MP4)</i>									
1.SMP.4 4. Model with mathematics.									
								1.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations
								1.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions
Strand: <i>Use Tools (MP5)</i>									
1.SMP.5 5. Use appropriate tools strategically.									
								1.SMP.5.1-1.c	Choose appropriate tools
								1.SMP.5.1-2.c	Use tools effectively and make sense of your results
Strand: <i>Attend to Precision (MP6)</i>									
1.SMP.6 6. Attend to precision.									
								1.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely
								1.SMP.6.1-2.c	Use an appropriate level of precision for your problem
								1.SMP.6.1-3.c	Use clear labels, units, and mathematical language
								1.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate
Strand: <i>Use Structure (MP7)</i>									
1.SMP.7 7. Look for and make use of structure.									
								1.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties
								1.SMP.7.1-2.c	Use structures to solve problems and answer questions
Strand: <i>Express Regularity (MP8)</i>									
1.SMP.8 8. Look for and express regularity in repeated reasoning.									
								1.SMP.8.1.c	Create and justify rules, shortcuts, and generalizations