



Student Growth Portfolio Model

First Grade

Teacher Guidebook

2016-17

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First Grade Portfolio Overview

- Contains four evidence collections
- Each evidence collection must include assessments from two points in time each of:
 - Emerging student work
 - Proficient student work
 - Advanced student work
- Must have an evidence collection from each of the following domains:
 - Mathematics: Operations and Algebraic Thinking
 - Mathematics: Number and Operations Base Ten
 - Reading
 - Language or Writing
- Teachers may select any standard within each domain

Appendix A: Portfolio Planning Guide

First Grade

	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
Domain	*Reading	*Language Or Writing	*Mathematics: Operations and Algebraic Thinking	*Mathematics: Number and Operation Base Ten
Standard(s)				
Point A Date				
Point A Task				
Point B Date				
Point B Task				
Emerging Student				
Proficient Student				
Advanced Student				

Appendix B: First Grade Scoring Guide

First Grade: Reading					
LITERATURE					
	5	4	3	2	1
Standard	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
RL.1.1	Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	With limited prompting and support, asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Asks and answers questions about key details in a text.	With prompting and support, asks and answers questions about key details in a text.	With prompting and support, unable to ask and answer questions about key details in a text.
RL.1.2	Recounts stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral.	With limited prompting and support, recounts stories, from diverse cultures, and determines their central message, lesson, or moral.	Retells stories, including key details, and demonstrates understanding of their central message or lesson.	With prompting and support, retells stories, including few key details, and demonstrates limited understanding of their central message or lesson.	With prompting and support, unable to retell stories, including any key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describes characters, settings, and major events in a story, using key details AND describes how characters in a story respond to major events and challenges.	Describes characters, settings, and major events in a story, using key details AND with limited prompting and support, describes how characters in a story respond to major events and challenges.	Describes characters, settings, and major events in a story, using key details.	With prompting and support, describes characters, settings, and major events in a story, using few details.	With prompting and support, unable to describe characters, settings, and major events in a story, using any details.
Standard	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.1.7	Uses illustrations and details in a story to thoroughly describe its characters, setting, events, and plot.	Uses illustrations and details in a story to describe in detail its characters, setting, and events.	Uses illustrations and details in a story to describe in detail its characters, setting, or events.	With prompting and support, uses illustrations and details in a story to describe in limited detail its characters, setting, or events.	With prompting and support, unable to use illustrations and details in a story to describe in detail its characters, setting, or events.
RL 1.9	Compares and contrasts two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	With limited prompting and support, compares and contrasts two versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	Compares and contrasts the adventures and experiences of characters in stories.	With prompting and support, compares and contrasts the adventures and experiences of characters in stories.	With prompting and support, unable to compare and contrast the adventures and experiences of characters in stories.

First Grade: Reading					
INFORMATIONAL TEXT					
	5	4	3	2	1
Standard	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
RI.1.1	Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	With limited prompting and support, asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Asks and answers questions about key details in a text.	With prompting and support, asks and answers questions about key details in a text.	With prompting and support, unable to ask and answer questions about key details in a text.
RI.1.2	Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	With limited prompting and support, identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Identifies the main topic and retell key details of a text.	With prompting and support, identifies the main topic and retell few key details of a text.	With prompting and support, unable to identify the main topic and retell key details of a text.
Standard	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
RI.1.3	Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	With limited prompting and support, describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describes the connection between two individuals, events, ideas, or pieces of information in a text.	With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.	With prompting and support, unable to describe the connection between two individuals, events, ideas, or pieces of information in a text.
Standard	Craft and Structure	Craft and Structure	Craft and Structure	Craft and Structure	Craft and Structure
RL.1.4	Describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	With limited prompting and support, describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.	With prompting and support, identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.	With prompting and support, unable to identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Acknowledges differences in the points of view of characters including speaking in a different voice for each character when reading dialogue aloud.	With limited prompting and support, acknowledges differences in the points of view of characters.	Identifies who is telling the story at various points in a text.	With prompting and support, identifies who is telling the story at various points in a text.	With prompting and support, unable to identify who is telling the story at various points in a text.

First Grade: Reading					
INFORMATIONAL TEXT (cont.)					
	5	4	3	2	1
Standard	Craft and Structure	Craft and Structure	Craft and Structure	Craft and Structure	Craft and Structure
RI.1.4	Asks and answers questions to help determine or clarify the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	With limited prompting and support, asks and answers questions to help determine or clarify the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Asks and answers questions to help determine or clarify the meaning of words and phrases in a text.	With prompting and support, asks and answers questions to help determine or clarify the meaning of words and phrases in a text.	With prompting and support, unable to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Standard	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RI.1.7	Explains how specific images contribute to and clarify a text.	With limited prompting and support, explains how specific images contribute to and clarify a text.	Uses the illustrations and details in a text to describe its key ideas.	With prompting and support, uses the illustrations and details in a text to describe its key ideas.	With prompting and support, unable to use the illustrations and details in a text to describe its key ideas.
RI.1.8	Describes how reasons support specific points the author makes in a text.	With limited prompting and support, describe how reasons support specific points the author makes in a text.	Identifies the reasons an author gives to support points in a text.	With prompting and support, identifies some of the reasons an author gives to support points in a text.	With prompting and support, unable to identify the reasons an author gives to support points in a text.
RI.1.9	Compares and contrasts the most important points presented by two texts on the same topic.	With limited prompting and support, compares and contrasts the most important points presented by two texts on the same topic.	Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identifies few basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, unable to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Standard	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
RI.1.10	Independently reads and comprehends informational texts appropriately complex for grade 1 and beyond.	With limited prompting and support, reads and comprehends informational texts appropriately complex for grade 1.	With prompting and support, reads informational texts appropriately complex for grade 1.	With prompting and support, reads informational texts appropriately complex for below grade level.	With prompting and support, unable to read informational texts appropriately complex for below grade level.

First Grade: Writing					
	5	4	3	2	1
Standard	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
W.1.1	Writes opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words, and provide a concluding statement or section.	Writes opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use a linking word, and provide a concluding statement.	Writes opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Writes an opinion and supplies a reason for the opinion.	Unable to state an opinion and supply reasons for the opinion.
W.1.2	Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Writes informative/explanatory texts in which they clearly state a topic, supply some facts about the topic, and provide a concluding statement or section.	Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Writes informative/explanatory texts in which they name a topic and provide some details.	Unable to write an informative/explanatory text in which they name a topic and provide details.
W.1.3	Writes narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a concluding statement or section.	Writes narratives in which they recount two or more appropriately sequenced events, include details to describe actions, thoughts, or feelings, use temporal words to signal event order, and provide some sense of closure.	Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Writes narratives in which they recount a single event including some details regarding what happened.	Unable to write a narrative in which they recount a single event with some details.

First Grade: Language					
	5	4	3	2	1
Standard	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
L.1.5.a	Independently sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	With limited prompting and support, sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	With guidance and support, sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	With guidance and support, inconsistently sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	With guidance and support, unable to sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.b	Independently defines words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).	With limited prompting and support, defines words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).	With guidance and support, defines words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).	With guidance and support, inconsistently defines words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).	With guidance and support, unable to define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).
L.1.5.c	Independently identifies real-life connections between words and their use (e.g., note places at home that are cozy).	With limited prompting and support, identifies real-life connections between words & their use (e.g., note places at home that are cozy).	With guidance and support, identifies real-life connections between words and their use (e.g., note places at home that are cozy).	With guidance and support, inconsistently identifies real-life connections between words and their use (e.g., note places at home that are cozy).	With guidance and support, unable to identify real-life connections between words and their use (e.g., note places at home that are cozy).

First Grade: Mathematics					
OPERATIONS AND ALGEBRAIC THINKING					
	5	4	3	2	1
Standard	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction
OA.1	Uses 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 by using equations with a symbol for the unknown number to represent the problem.	Uses addition and subtraction within 50 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 by using equations with a symbol for the unknown number to represent the problem.	Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	With teacher support to determine operation, solves addition and subtraction word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., add and subtract within 20 by using objects or drawings to represent the problem).	Unable to add and subtract word problems within 20 by using objects or drawings to represent the problem.
OA.2	Solves one- and two-step word problems that call for addition of three whole numbers whose sum is less than or equal to 100 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 50 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 10 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	Unable to accurately solve word problems that call for addition of three whole numbers.

First Grade: Mathematics					
OPERATIONS AND ALGEBRAIC THINKING (cont.)					
	5	4	3	2	1
Standard	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction
OA.3	Applies and explains in written form the properties of operations as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative property of addition).</i> Students need not use formal terms for these properties.	Applies properties of operations as strategies to add and subtract, and with prompting (such as a sentence stem) explains in written form. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative property of addition).</i> Students need not use formal terms for these properties.	Applies properties of operations as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative property of addition).</i> Students need not use formal terms for these properties.	With teacher providing strategy, applies properties of operations as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative property of addition).</i> Students need not use formal terms for these properties.	Unable to apply properties of operations as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known (Commutative property of addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative property of addition).</i> Students need not use formal terms for these properties.
Standard	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction	Understand and apply properties of operations and the relationship between addition and subtraction
OA.4	Creates and explains a word problem to demonstrate understanding of subtraction as an unknown-addend problem. <i>For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</i>	Creates and explains an equation to demonstrate understanding of subtraction as an unknown-addend problem. <i>For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</i>	Understands subtraction as an unknown-addend problem. <i>For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</i>	With teacher support, understands subtraction as an unknown-addend problem. <i>For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</i>	Unable to recognize subtraction as an unknown-addend problem.

First Grade: Mathematics					
OPERATIONS AND ALGEBRAIC THINKING (cont.)					
	5	4	3	2	1
Standard	Add and subtract within 20	Add and subtract within 20	Add and subtract within 20	Add and subtract within 20	Add and subtract within 20
OA.8	Determines the unknown whole number in addition and subtraction word problems relating three whole numbers. <i>For example, determine the whole unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$, $6+6=?$.</i>	Determines the unknown whole number in an addition and subtraction equations relating three whole numbers. <i>For example, determine the whole unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$, $6+6=?$.</i>	Determines the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the whole unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$, $6+6=?$.</i>	With teacher support (e.g., part- part-whole mat) determines the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the whole unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$, $6+6=?$.</i>	Unable to determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
NUMBERS AND OPERATIONS IN BASE TEN					
Standard	Extend the counting sequence	Extend the counting sequence	Extend the counting sequence	Extend the counting sequence	Extend the counting sequence
NBT.1	Counts by twos, fives, and tens, starting at any number less than 120 (not 0 or 1). In this range, reads and writes numerals and represents a number of objects with a written numeral.	Counts to 120 by tens and ones, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.	Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.	Counts to 120, starting at any number less than 120. In this range, reads and writes numerals or represents a number of objects with a written numeral.	Unable to count to 120, starting at any number less than 120.
Standard	Understand place value	Understand place value	Understand place value	Understand place value	Understand place value
NBT.2.a	Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 100 can be thought of as a bundle of ten tens called a "hundred").	With teacher support, understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 100 can be thought of as a bundle of ten tens called a "hundred").	Understands that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones called a "ten".	Identifies bundles of ten but are not able to match the objects to numerals. <i>For example: student identifies two tens but is unable to recognize that they equal twenty.</i>	Unable to recognize 10 as a bundle of ten called a "ten", and instead uses one-to-one correspondence to count.

First Grade: Mathematics					
NUMBERS AND OPERATIONS IN BASE TEN (cont.)					
	5	4	3	2	1
Standard	Understand place value	Understand place value	Understand place value	Understand place value	Understand place value
NBT.2.b	Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	With teacher support, understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases: the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	With prompting and support, composes numbers from 11 to 19 into a ten and ones using objects or drawings. Student is not using bundles of ten as a strategy.	Unable to compose numbers from 11 to 19 into a ten and ones using objects or drawings. Student is not using bundles of ten as a strategy.
NBT.2.c	Understands that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understands the following as special cases: the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.	Understands that the two digits of a two-digit number represent amounts of tens and ones. Explains that one more or one less bundle of ten represents ten more or ten less.	Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases: the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens.	Able to count by tens but cannot match the numeral to the bundles of ten.	Unable to count by tens.
NBT.3	Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparison with the symbols $>$, $=$, and $<$. Students will be able to explain about their comparisons made.	Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparison with the symbols $>$, $=$, and $<$. Students will be able to explain about their comparisons made.	Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	With teacher support and modeling, compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Unable to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

First Grade: Mathematics					
NUMBERS AND OPERATIONS IN BASE TEN (cont.)					
	5	4	3	2	1
Standard	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.
NBT.4	<p>Adds within 1,000, including:</p> <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number, • adding a two-digit number and a multiple of 10, • using concrete models or drawings, strategies based on place value, • understanding properties of operations and/or the relationship between addition and subtraction, • relating the strategy to a written method and explain the reasoning used, • understanding that in adding that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose ten. 	<p>With teacher support and modeling, adds within 1,000 including:</p> <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number, • adding a two-digit number and a multiple of 10, • using concrete models or drawings, strategies based on place value, • understanding properties of operations and/or the relationship between addition and subtraction, • relate the strategy to a written method and explain the reasoning used, • understanding that in adding that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose ten. 	<p>Adds within 100, including:</p> <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number, • adding a two-digit number and a multiple of 10, • using concrete models or drawings, strategies based on place value, • understanding properties of operations and/or the relationship between addition and subtraction, • relating the strategy to a written method and explain the reasoning used, • understanding that in adding that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose ten. 	<p>With teacher support and modeling, adds within 100, including:</p> <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number, • adding a two-digit number and a multiple of 10, • using concrete models or drawings, strategies based on place value, • understanding properties of operations and/or the relationship between addition and subtraction, • relating the strategy to a written method and explain the reasoning used, • understanding that in adding that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose ten. 	<p>Unable to add within 100, including:</p> <ul style="list-style-type: none"> • adding a two-digit number and a one-digit number, • adding a two-digit number and a multiple of 10, • using concrete models or drawings, strategies based on place value, • understanding properties of operations and/or the relationship between addition and subtraction, • relating the strategy to a written method and explain the reasoning used, • understanding that in adding that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose ten.

First Grade: Mathematics					
NUMBERS AND OPERATIONS IN BASE TEN (cont.)					
	5	4	3	2	1
Standard	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.	Use place value understanding properties of operations to add and subtract.
NBT.5	Given a two-digit number, finds 10 or 100 more and 10 or 100 less without having to count; explains the reasoning used.	Given a two-digit number, finds 10 or 100 more and 10 or 100 less using counting or a number chart for support; explains the reasoning used.	Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used.	Given a two-digit number, with teacher support and modeling, find 10 more or 10 less; explain the reasoning used.	Given a two-digit number, unable to find 10 more or 10 less.