



*Diocese of Fresno*  
**Office of Catholic Education**

*In Partnership with*



*Present*

**MATHEMATICS POWER STANDARDS 2021-2022**  
**KINDERGARTEN**

## **Introduction**

In June 2021, a committee comprised of teachers and administrators led by Dr. Bill Sternberg from Creative Leadership Solutions worked over a period of three days to identify math Power Standards in Kindergarten through 8<sup>th</sup> Grade (and Algebra). This work, grounded in research from Doug Reeves, Larry Ainsworth, Dylan Wiliam and others offered the opportunity to collaboratively identify those standards that would be consistently focused upon throughout the year for maximum learning impact in math. The following three criteria were used in the identification of these standards:

***Leverage:*** *Does this indicator apply to other subjects?*

***Endurance:*** *Will this indicator be taught over multiple years of instruction?*

***Essentiality:*** *Is this indicator an essential skill students need to know and be able to do as soon as they enter their next level of instruction?*

Over the course of three days, our committee met in grade level teams to first identify those indicators that possessed leverage. From this list, grade level teams then identified indicators that also possessed endurance, effectively reducing the number of indicators from the original list. Lastly, grade level teams were paired

with their vertical counterparts (e.g., Kindergarten was paired with First Grade) to identify indicators that possessed essentiality. Thus, from a list of 30 (or more) grade level math indicators, teams were able to identify 8-12 (depending upon grade level) indicators that would become Power Standards for their specific grade level.

As explained during this process, the intent is to focus consistently on these Power Standards through multiple units of instruction. In reviewing grade level math indicators, there are some that do not require an equal amount of focus as others: In other words, there are supporting standards that may only need to be taught for a smaller time period (e.g., 4-6 weeks) in order for a student to demonstrate mastery of that specific indicator. However, Power Standards identified in this process are those that will require a much more concerted focus throughout the academic year to better prepare students in their learning journey.

Under each Power Standard identified, you'll note graphic organizers that identify the *Concepts* (nouns or noun phrases) of each Power Standard along with *Skills* (what we want students to know and be able to do). As well, there is a section labeled "*Topics*" which allows other content area teachers to identify units of instruction where these specific Power Standards can be inserted as a means of building cross-curricular connections. The "*Topics*" section is one that should continually be added to over time as there will undoubtedly be multiple opportunities for insertion of these Power Standards in other content areas.

The last piece you'll note under each identified Power Standard is a table listing "*Big Ideas*" and "*Essential Questions*". The "*Big Ideas*" are those critical understandings of the purpose and meaning behind learning the Power Standard that we want students to possess in *their own words*. In essence, students should know the *why* of what they are learning, not just the *what*. The "*Essential Questions*" are those questions teachers use during instruction encompassing these Power Standards as a means to build interest and understanding from their students. We would expect student replies to these "*Essential Questions*" to resemble the "*Big Ideas*" within this table.

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### Power Standard #1:

Count to 100 by ones and by tens K.CC

<p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"><li>● Count</li><li>● informal language (know the terms: number, digit)</li><li>● sequence/number order</li><li>● recognize</li></ul>	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"><li>● Must be able to count by ones to 100.</li><li>● Must be able to count by tens to 100.</li><li>● Verbalize numbers by ones to 100.</li><li>● Verbalize numbers by tens to 100.</li><li>● recognize number names</li><li>● count on</li><li>● understand the terms: number, digits</li></ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"><li>● will learn how many syllables and letters are in a word</li><li>● will learn how many words in a sentence</li><li>● will learn to read graphs for science and history</li></ul>	

<p style="text-align: center;"><b><u>Big Ideas</u></b></p> <ul style="list-style-type: none"><li>● Being able to count helps me to understand the world around me when numbers are presented.</li><li>● Being able to count by tens helps me count faster.</li><li>● Being able to count helps me count letters in words and words in sentences.</li></ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"><li>● Why do we need to count by ones to 100?</li><li>● Why do we need to count by tens to 100?</li><li>● What do numbers tell me?</li><li>● What do numbers represent?</li></ul>
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Bloom's Taxonomy Level: Remember
Depth of Knowledge Level: DOK1

**Assessment Item:**

1. Verbally count to 100 by 1s.
2. Verbally count to 100 by 10s.

**Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT	TEACHER ASSESSMENT
I can verbally count to 100 by 1s in sequence (in order, without skipping numbers)	(faces)	
I can verbally count to 100 by 10s in sequence (in order, without skipping numbers)		

**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	

	<b>3</b>	<b>2</b>	<b>1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

<b>EXPECTATION</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Power Standard #2:**

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

<u>Concepts</u>	<u>Skills</u>
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<ul style="list-style-type: none"> <li>● write numbers</li> <li>● represent numbers</li> <li>● count</li> <li>● informal language (know the terms: objects, counters, pictures, etc.)</li> <li>● sequence/number order</li> <li>● recognize</li> </ul>	<ul style="list-style-type: none"> <li>● write numbers 0-20</li> <li>● represent numbers 0-20</li> <li>● count from 1 to 20</li> <li>● count on from a given number to 20</li> <li>● understand the terms: objects, counters, pictures, etc.</li> <li>● recognize numbers 0-20</li> </ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"> <li>● reading and completing a graph for science and history.</li> <li>● for sequencing students should be able to write and order numbers</li> </ul>	

<p style="text-align: center;"><b><u>Big Ideas</u></b></p> <ul style="list-style-type: none"> <li>● being able to write numbers 0 to 20 helps me identify a quantity</li> <li>● being able to write numbers 0 to 20 helps me recognize that numbers are everywhere</li> <li>● being able to write numbers 0 to 20 helps me understand the value of numbers</li> </ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Why do we need to be able to write numbers 0 to 20?</li> <li>● Why do we need to represent numbers for a group of objects?</li> <li>● How can I show numbers beyond 10?</li> </ul>
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<p>Bloom's Taxonomy Level: Understand</p>
<p>Depth of Knowledge Level: DOK1</p>

**Assessment Item:**

#1 Students are given the manipulative and asked to write the numeral.

Example:

O O O O O

Write how many O's there are.

#2 Teacher shows a written numeral (0-20). Students use manipulative to represent the given numeral.

**Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>
I can count how many objects there are and write the number.	(Faces)	
I can use my _____ (manipulative) to show the number given.		

**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	
	3	2	1	
	3	2	1	
	3	2	1	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

EXPECTATION	3	2	1

**Power Standard #3:**

Compare two numbers between 1 and 10 presented as written numerals.

<p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"><li>● Compare</li><li>● identify</li><li>● greater than</li><li>● less than</li><li>● equal to</li><li>● groups</li><li>● write</li></ul>	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"><li>● compare two numbers from 1-10</li><li>● recognize numbers from 1-10</li><li>● recognize greater than</li><li>● recognize less than</li><li>● recognize equal to.</li><li>● understand the concepts of groups, sets</li><li>● write numbers 1-10</li></ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"><li>● Understanding what came first, next, last during history.</li><li>● Understanding how to interpret numbers for reading the weather.</li></ul>	

<b><u>Big Ideas</u></b>	<b><u>Essential Questions</u></b>
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<ul style="list-style-type: none"> <li>• comparing numbers will help me determine the differences in numbers</li> <li>• Comparing numbers will help me determine the bigger group.</li> <li>• Comparing numbers will help me determine the smaller group.</li> <li>• Comparing numbers will help me determine equal value.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we need to compare two numbers?</li> <li>• How can I determine which number is bigger or smaller?</li> <li>• How can I determine if numbers are the same?</li> </ul>
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Bloom's Taxonomy Level: Understand
Depth of Knowledge Level: DOK 1

**Assessment Item:**

Student is given two lines of pictures. Student is asked to count the items and write the number on the line. Determine if the pictures are equal to (ex:box it), greater than (circle greater) or less than (X out less than).

Example:

Count and draw lines to match objects in one group with objects in another group that is greater than the

9

~~8~~ 10

5

~~8~~ 5

11

9 9

**Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>
I can correctly count how many objects.		
I can correctly write the number on the line.		
I can decide if the numbers are equal to, greater than, or less than.		
I can correctly: Box: equal to Circle: greater than X: less than		

**Point Value Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>			<b>TEACHER ASSESSMENT</b>
	<b>3</b>	<b>2</b>	<b>1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	

	<b>3</b>	<b>2</b>	<b>1</b>	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

<b>EXPECTATION</b>	<b>3</b>	<b>2</b>	<b>1</b>



**Power Standard #4:**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

<u>Concepts</u>	<u>Skills</u>
<ul style="list-style-type: none"><li>● Solve</li><li>● Decompose</li><li>● add</li><li>● Answer</li><li>● subtract</li><li>● recognize symbols of math</li><li>● strategies on how to solve</li><li>● informal language (pairs, objects, equations, ten-frames, mental images, sum, difference, equals, etc.)</li></ul>	<ul style="list-style-type: none"><li>● solve addition problems</li><li>● solve subtraction problems</li><li>● representation of numbers</li><li>● decompose numbers less than or equal to 10</li><li>● add numbers less than or equal to 10</li><li>● identify the sum of an equation</li><li>● identify the difference of an equation</li><li>● use mental computation</li><li>● counting on</li><li>● counting backwards</li><li>● identify +</li><li>● identify -</li></ul>

	<ul style="list-style-type: none"> <li>● identify =</li> <li>● understand the terms: pairs, ten-frame, objects, equations, sum, difference, equals, computation, less than, greater than</li> </ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"> <li>● keeping score during PE games</li> <li>● real-world problem solving (ex: Grocery shopping, target runs, etc.)</li> </ul>	

<u>Big Ideas</u>	<u>Essential Questions</u>
<ul style="list-style-type: none"> <li>● Understanding addition will help me put things together.</li> <li>● Understanding addition will help me recognize greater groups.</li> <li>● Understanding subtraction will help me take things apart.</li> <li>● Understanding subtraction will help me recognize smaller groups.</li> <li>● Understanding addition and subtraction will help me with using money.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is addition putting things together?</li> <li>● Why is subtraction taking things apart?</li> <li>● Why do we need different symbols?</li> <li>● Why do I need to understand different math symbols?</li> <li>● What can I use to add?</li> <li>● What can I use to subtract?</li> </ul>

Bloom's Taxonomy Level: Understand
Depth of Knowledge Level: DOK 2

<b>Assessment Item:</b>
1. Addition:

Using 2 dice, teacher will roll one dice and have students count the dots. Then they will roll the next dice and count the dots. Teacher will then ask the student how to add these numbers.

2. Subtraction:

Sally has 5 dogs. Two dogs run away. How many dogs does Sally have now? Draw and Explain.

**Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>
<b>I can count how many dots are on each dice.</b>		
<b>I can explain how to add them together.</b>		
<b>I can correctly solve the addition problem verbally.</b>		

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>
<b>I can draw circles to represent the given number.</b>		

I can X out to represent the given number.		
I can correctly solves the subtraction problem verbally.		
I can explain my thinking process and answer.		

**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	
	3	2	1	
	3	2	1	
	3	2	1	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

<b>EXPECTATION</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Power Standard #5:**

Fluently add and subtract within 5.

<u>Concepts</u>	<u>Skills</u>
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<ul style="list-style-type: none"> <li>● recognize</li> <li>● symbols of math</li> <li>● informal language</li> <li>● add</li> <li>● subtract</li> </ul>	<ul style="list-style-type: none"> <li>● represent how to put groups together</li> <li>● represent how to take groups apart</li> <li>● understand that + means adding</li> <li>● understand that - means subtracting</li> <li>● understand that = means the sum or difference</li> <li>● understanding the meaning of: sum, addition, subtraction, equal to, difference</li> <li>● how to write an addition equation</li> <li>● how to write a subtraction equation</li> <li>● recognize numbers 1-5</li> <li>● write the numbers 1-5</li> <li>● fluently add numbers 1-5</li> <li>● fluently subtract numbers 1-5</li> </ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"> <li>● real like applications</li> </ul>	

<p><b><u>Big Ideas</u></b></p> <ul style="list-style-type: none"> <li>● fluently adding will help me not use my fingers or manipulatives.</li> <li>● fluently adding will help me master my math facts.</li> <li>● fluently subtracting will help me not use my fingers or manipulatives.</li> <li>● fluently subtracting will help me master my math facts.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Why do I need to add fluently?</li> <li>● Why do I need to subtract fluently?</li> <li>● Why do I need to master my math facts?</li> </ul>
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Bloom's Taxonomy Level: Apply

Depth of Knowledge Level: DOK 1

**Assessment Item:**

Facts Sheets:

$4 + 1 =$

$2 + 3 =$

$1 + 1 =$

**Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>
<b>I can complete the facts without using manipulative or fingers.</b>		
<b>I can solve each problem in 10 seconds or less.</b>		

**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	
	3	2	1	
	3	2	1	
	3	2	1	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

EXPECTATION	3	2	1



**Power Standard #6:**

Work with numbers 11-19 to gain foundations for place value.

<u>Concepts</u>	<u>Skills</u>
<ul style="list-style-type: none"><li>● recognize</li><li>● write</li><li>● count</li><li>● place value</li><li>● informal language</li><li>● represent</li></ul>	<ul style="list-style-type: none"><li>● recognize numbers 1-19</li><li>● write numbers 1-19</li><li>● count from 0 to 19</li><li>● count on from any given number to 19</li><li>● understand concepts of tens and ones</li><li>● decompose numbers 1-19</li><li>● compose numbers 1-19</li><li>● understand the terms: place value, tens place, one's place, decompose, compose.</li><li>● represent the number of each value through ones or tens</li></ul>
<p style="text-align: center;"><u>Topics</u></p>	

- problem solving activities

<b><u>Big Ideas</u></b>	<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>● working with numbers 11-19 will help me understand place value and help me read numbers correctly.</li> <li>● working with numbers 11-19 will help me understand place value and how to add and subtract correctly.</li> <li>● working with numbers 11-19 will help me understand place value and amounts of money correctly.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do I need to understand place value?</li> <li>● Why do numbers have different values?</li> <li>● How can I show numbers 11-19 in different ways?</li> <li>● How will understanding place value help me read numbers correctly?</li> <li>● How will understanding place value help me write numbers correctly?</li> <li>● How can I show numbers beyond 10?</li> </ul>

Bloom's Taxonomy Level: Understand

Depth of Knowledge Level: DOK 1

**Assessment Item:**

Decompose the numbers 11 - 19 into tens and ones.

1. Using 10s and 1s blocks (or straws).
2. Using the boxes, write the correct number in the 10s and 1s box.

**Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT	TEACHER ASSESSMENT
I can show how many 10s using my manipulative.		
I can show how many 1s using my manipulative.		
I can write the correct numbers in the 10s and 1s boxes.		

**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	
	3	2	1	
	3	2	1	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

<b>EXPECTATION</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Power Standard #7:**

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

<p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"><li>● classify</li><li>● count</li><li>● recognize</li><li>● sort</li><li>● informal language</li><li>● write</li></ul>	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"><li>● classify objects</li><li>● count objects</li><li>● recognize their category</li><li>● sort by attribute</li><li>● recognize numbers 1-20</li><li>● write numbers 1-20</li><li>● count numbers 1-20</li><li>● count on from any given number to 20</li><li>● understand the terms: category, groups, sort, attributes</li></ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"><li>● real- world applications</li><li>● reading graphs or making graphs during science and history</li></ul>	

<p style="text-align: center;"><b><u>Big Ideas</u></b></p> <ul style="list-style-type: none"><li>● classifying objects into categories will help me understand sorting by colors, sizes, shapes, etc.</li></ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"><li>● Why do I need to classify objects?</li><li>● How do I classify different objects into categories?</li></ul>
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<ul style="list-style-type: none"> <li>counting numbers of objects in categories will help me read and understand graphs.</li> <li>sorting objects will help me with organization.</li> </ul>	<ul style="list-style-type: none"> <li>Why do I need to count the number of objects in a category?</li> </ul>
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Bloom's Taxonomy Level: Analyze
Depth of Knowledge Level: DOK 1

**Assessment Item:**

Using Pattern Blocks, students must: <ol style="list-style-type: none"> <li>Sort pattern blocks</li> <li>Verbally Explain how they sorted the pattern blocks (ie shape, color)</li> <li>Count the number of objects per grouping.</li> </ol>

**Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT	TEACHER ASSESSMENT
I can Sort Pattern Blocks.	(faces)	
I can Verbally explain how pattern blocks are sorted.		
I can Verbally count the number of objects per grouping.		

**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

EXPECTATION	3	2	1

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**Power Standard #8:**

Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.

<u>Concepts</u>	<u>Skills</u>
<ul style="list-style-type: none"><li>● describe</li><li>● recognize</li><li>● informal language</li><li>● 2D shapes</li><li>● 3D shapes</li></ul>	<ul style="list-style-type: none"><li>● name the shapes</li><li>● recognize the shape</li><li>● know the attributes of shapes</li></ul>



<ul style="list-style-type: none"> <li>• attributes</li> </ul>	<ul style="list-style-type: none"> <li>• understand the positional terms: above, below, beside, in front of, behind, and next to.</li> <li>• recognize 2D shapes</li> <li>• recognize 3D shapes</li> </ul>
<p><u>Topics</u></p>	
<ul style="list-style-type: none"> <li>• real life applications</li> </ul>	

<p><b><u>Big Ideas</u></b></p>	<p><b><u>Essential Questions</u></b></p>
<ul style="list-style-type: none"> <li>• Understanding positional words will help me follow directions.</li> <li>• Understanding positional words will help me know locations of objects.</li> <li>• Understanding positional words helps me understand concepts of print.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do I need to understand positional words?</li> <li>• How do I identify different positions?</li> </ul>

Bloom's Taxonomy Level: Understand
Depth of Knowledge Level: DOK 1

**Assessment Item:**

**Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>

**Point Value Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>			<b>TEACHER ASSESSMENT</b>
	<b>3</b>	<b>2</b>	<b>1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

<b>EXPECTATION</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Power Standard #9:**

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length.

<u>Concepts</u>	<u>Skills</u>
<ul style="list-style-type: none"><li>● analyze</li><li>● compare</li><li>● understand math vocabulary</li><li>● 2d shapes</li><li>● 3d shapes</li><li>● sizes</li><li>● orientations</li><li>● informal language</li><li>● similarities</li><li>● differences</li><li>● parts</li><li>● attributes</li></ul>	<ul style="list-style-type: none"><li>● Analyze 2D shapes</li><li>● Analyze 3D shapes</li><li>● Compare 2D shapes</li><li>● Compare 3D shapes</li><li>● use informal language to describe similarities</li><li>● use informal language to describe differences</li><li>● use informal language to describe parts</li><li>● use informal language to describe other attributes</li><li>● know the difference between a 2D and 3D shape</li><li>● Know the names of the shapes</li><li>● know the attributes of a shape</li><li>● know the meaning of vertices, vertex</li></ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"><li>● real life application</li></ul>	

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<u>Big Ideas</u>	<u>Essential Questions</u>
<ul style="list-style-type: none"><li>• comparing shapes and attributes will help me identify different sizes of objects.</li><li>• comparing shapes and attributes will help me sort different types of objects.</li></ul>	<ul style="list-style-type: none"><li>• How do I compare shapes?</li><li>• How do I identify 2D and 3D shapes?</li><li>• How are 2D shapes and 3D shapes similar?</li><li>• How are 2D and 3D shapes different?</li></ul>

Bloom's Taxonomy Level: Understand
Depth of Knowledge Level: DOK 2

**Assessment Item:**

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**Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT	TEACHER ASSESSMENT


**Point Value Three-Column Rubric**

EXPECTATION	STUDENT SELF-ASSESSMENT			TEACHER ASSESSMENT
	3	2	1	
	3	2	1	
	3	2	1	
	3	2	1	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

EXPECTATION	3	2	1


**Power Standard #10:**

Solve addition and subtraction word problems, and add and subtract within 10-, e.g., by using objects or drawings to represent the problem.

<p style="text-align: center;"><u>Concepts</u></p> <ul style="list-style-type: none"> <li>● solve</li> <li>● addition</li> <li>● subtraction</li> <li>● read</li> <li>● word problems</li> <li>● recognize</li> <li>● write</li> <li>● count</li> <li>● compose</li> <li>● decompose</li> <li>● equations</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> <li>● solve addition word problems</li> <li>● solve subtraction word problems</li> <li>● read word problems</li> <li>● recognize key terms: put together, take apart, in all, are left, take away, total, equal, all together, sum, difference, groups etc.</li> <li>● write numbers 1-10</li> <li>● write an addition sentence</li> <li>● write a subtraction sentence</li> <li>● decompose numbers within 10</li> <li>● compose numbers within 10</li> <li>● count from 1 to 10</li> <li>● count on from any given number to 10</li> </ul>
<p style="text-align: center;"><u>Topics</u></p> <ul style="list-style-type: none"> <li>● real life application</li> </ul>	

<p style="text-align: center;"><b><u>Big Ideas</u></b></p> <ul style="list-style-type: none"> <li>● Solving addition and subtraction word problems will help me solve problems in and out of the classroom.</li> <li>● solving addition and subtraction word problems will help me tell how many.</li> </ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What's the best strategy to use for word problems?</li> <li>● How do I solve word problems?</li> <li>● Why is it important to solve word problems?</li> <li>● How do I understand word problems?</li> </ul>
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Bloom's Taxonomy Level: Apply

Depth of Knowledge Level: DOK 2

**Assessment Item:**

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**Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>	<b>TEACHER ASSESSMENT</b>

**Point Value Three-Column Rubric**

<b>EXPECTATION</b>	<b>STUDENT SELF-ASSESSMENT</b>			<b>TEACHER ASSESSMENT</b>
	<b>3</b>	<b>2</b>	<b>1</b>	
	<b>3</b>	<b>2</b>	<b>1</b>	

	<b>3</b>	<b>2</b>	<b>1</b>	

\*If using point values, create explicit expectations for student performance under each point value for each specific standard expectation.

<b>EXPECTATION</b>	<b>3</b>	<b>2</b>	<b>1</b>

