



TERM 1	
Term 1 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 1 Week 1 Aug. 10-14 Topic 1 Understand Addition and Subtraction Lessons 1-5	Lesson 1-1: Add To 1.OA.1 Use 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. 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Lesson 1-2: Put Together 1.OA.1 Use 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. 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Lesson 1-3: Both Addends Unknown 1.OA.1 Use 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. 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Lesson 1-4: Take From 1.OA.1 Use 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. 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Lesson 1-5: Compare Situations 1.OA.1 Use 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.
Term 1 Week 2 Aug. 17-21 Topic 1	Lesson 1-6: More Compare Situations 1.OA.1 Use 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. Lesson 1-7: Change Unknown



Understand Addition and Subtraction Lessons 6-9 Review/Reteach	1.OA.1 Use 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. 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Lesson 1-8: Practice Adding and Subtracting 1.OA.1 Use 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. 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Lesson 1-9: Construct Arguments 1.OA.1 Use 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.
Term 1 Week 3 Aug 24-28 Topic 1 Review/Reteach/ Assessment Topic 2 Fluently Add and Subtract Within 10 Lessons 1-3	Lesson 2-1: Count On to Add 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.1 Use 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. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 2-2: Doubles 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.1 Use 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. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Lesson 2-3: Near Doubles 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.



Term 1 Week 4 Aug 31-Sept 4 Topic 2 Fluently Add and Subtract Within 10 Lessons 4-8	Lesson 2-4: Facts with 5 on a Ten-Frame 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 2-5: Add in Any Order 1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) Lesson 2-6: Count Back to Subtract 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 2-7: Think Addition to Subtract 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. 1.OA.1 Use 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. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 2-8: Solve Word Problems with Facts to 10 1.OA.1 Use 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. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
Term 1 Week 5 Sept 8-11 Topic 2 Fluently Add and Subtract Within 10 Lesson 9	Lesson 2-9: Look For and Use Structure 1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 3-1: Count On to Add



Review/Reteach/ Assessment Topic 3 Addition Facts to 20: Use Strategies Lesson 1	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
Term 1 Week 6 Sept 14-18 Topic 3 Addition Facts to 20: Use Strategies Lessons 2-6	Lesson 3-2: Count On to Add Using an Open Number Line 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.1 Use 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. Lesson 3-3: Doubles 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.1 Use 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. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Lesson 3-4: Doubles Plus 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.1 Use 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. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Lesson 3-5: Make 10 to Add 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 3-6: Continue to Make 10 to Add 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.



Term 1 Week 7 Sept 21-25 Topic 3 Addition Facts to 20: Use Strategies Lessons 7-9 Review/Reteach	Lesson 3-7: Explain Addition Strategies 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 3-8: Solve Addition Word Problems with Facts to 20 1.OA.1 Use 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. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 3-9: Critique Reasoning 1.OA.1 Use 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. 1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
Term 1 Week 8 Sept 28-Oct 2 Topic 3 Assessment	Topic 3 Assessment Term 1 Review & Reteach
Term 1 Week 9 October 5-9	Term 1 Review & Reteach Benchmark Assessment



TERM 2	
Term 2 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 2 Week 1 Oct 13-16 Topic 4 Subtraction Facts to 20: Use Strategies Lessons 1-4	Lesson 4-1: Count to Subtract 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.1 Use 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. Lesson 4-2: Make 10 to Subtract 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 4-3: Continue to Make 10 to Subtract 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) Lesson 4-4: Fact Families 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
Term 2 Week 2 Oct 20-23 Topic 4 Subtraction Facts to 20: Use Strategies Lessons 5-8	Lesson 4-5: Use Addition to Subtract 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 4-6: Continue to Use Addition to Subtract 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.



	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 4-7: Explain Subtraction Strategies 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 4-8: Solve Word Problems with Facts to 20 1.OA.1 Use 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.
Term 2 Week 3 Oct 26-30 Topic 4 Subtraction Facts to 20: Use Strategies Review/Reteach/ Assessment Topic 5 Addition and Subtraction Equations Lessons 1-2	Lesson 5-1: Find the Unknown Numbers 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Lesson 5-2: True or False Equations 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Term 2 Week 4 Nov 2-6 Topic 5 Addition and Subtraction Equations Lessons 3-7	Lesson 5-3: Make True Equations 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$. Lesson 5-4: Add Three Numbers



	1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) 1.OA.2 Solve 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. Lesson 5-5: Word Problems with Three Addends 1.OA.2 Solve 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. 1.OA.3 Apply properties of operations as strategies to add and subtract. 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 10, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) Lesson 5-6: Solve Addition and Subtraction Word Problems 1.OA.1 Use 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. Lesson 5-7: Precision 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.
Term 2 Week 5 Nov 9-13 Topic 5 Review/Reteach/ Assessment Topic 6 Represent and Interpret Data Lessons 1-2	Lesson 6-1: Organize Data into Three Categories 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 are in each category, and how many more or less are in one category than in another. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Lesson 6-2: Collect and Represent 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 are in each category, and how many more or less are in one category than in another. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Term 2 Week 6 Nov 16-20 Topic 6 Represent and Interpret Data	Lesson 6-3: 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 are in each category, and how many more or less are in one category than in another. 1.OA.1 Use 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.



Lessons 3-5 Review/Reteach/Assessment	1.OA.2 Solve 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. Lesson 6-4: Continue to 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 are in each category, and how many more or less are in one category than in another. 1.OA.1 Use 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. Lesson 6-5: Make Sense and Persevere 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 are in each category, and how many more or less are in one category than in another. 1.OA.1 Use 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.
Term 2 Week 7 Nov 30-Dec 4 Topic 6 Assessment Topic 7 Extend the Counting Sequence Lessons 1-4	Lesson 7-1: Count by 10s to 120 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” Lesson 7-2: Count by 1s to 120 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. Lesson 7-3: Count on a Number Chart to 120 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. Lesson 7-4: Count by 1s or 10s to 120 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. 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Term 2 Week 8 Dec 7-11 Topic 7	Lesson 7-5: Count on an Open Number Line 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. Lesson 7-6: Count and Write Numerals 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.



Extend the Counting Sequence Lessons 5-7	1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Review/Reteach/ Assessment	Lesson 7-7: Repeated Reasoning 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. 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”
Term 2, Week 9 Dec 14-18	Term 2 Review & Reteach/Benchmark Assessments Benchmark Assessments



TERM 3	
Term 3 Dates/ Envision Units	MS College and Career Readiness Standards
Term 3 Week 1 Jan 5-8 Topic 8 Understand place Value Lessons 1-4	Lesson 8-1: Make Numbers 11 to 19 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” 1.NBT.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand 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. Lesson 8-2: Numbers Made with Tens 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” 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. Lesson 8-3: Count with Groups of Tens and Ones 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. 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. Lesson 8-4: Tens and Ones 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. 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.
Term 3 Week 2 Jan 11-15 Topic 8 Understand place Value Lessons 5-7 Review/Reteach/ Assessment	Lesson 8-5: Continue with Tens and Ones 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 8-6: Different Names for the Same Number 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 8-7: Look for and Use Structure 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
Term 3 Week 3 Jan 19-22	Lesson 9-1: 1 More, 1 Less; 10 More, 10 Less 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.



Topic 9 Compare Two-Digit Numbers Lessons 1-4	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Lesson 9-2: Find Numbers on a Hundred Chart 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Lesson 9-3: Compare Numbers 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 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. Lesson 9-4: Compare Numbers with Symbols ($>$, $<$, $=$) 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Term 3 Week 4 Jan 25-29 Topic 9 Compare Two-Digit Numbers Lessons 5-6 Review/Reteach/ Assessment	Lesson 9-5: Compare Numbers on a Number Line 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Lesson 9-6: Make Sense and Persevere 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Term 3 Week 5 Feb 1-5 Topic 10 Use Models and Strategies to Add Tens and Ones Lessons 1-5	Lesson 10-1: Add Tens Using Models 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). Lesson 10-2: Mental Math: Ten More Than a Number 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”



	Lesson 10-3: Add Tens and Ones Using a Hundred Chart 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 10-4: Add Tens and Ones Using an Open Number Line 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 10-5: Add Tens and Ones Using Models 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
Term 3 Week 6 Feb 8-12 Topic 10 Use Models and Strategies to Add Tens and Ones Lessons 6-9 Review/Reteach	Lesson 10-6: Make a Ten to Add 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” Lesson 10-7: Add Using Place Value 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” Lesson 10-8: Practice Adding Using Strategies 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.



	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Lesson 10-9: Model with Math 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”
Term 3 Week 7 Feb 16-19 Topic 10 Assessment Topic 11 Use Models & Strategies to Subtract Tens Lessons 1-4	Lesson 11-1: Subtract Tens Using Models 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 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. 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Lesson 11-2: Subtract Tens Using a Hundred Chart 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 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. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Lesson 11-3: Subtract Tens Using an Open Number Line 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 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. 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Lesson 11-4: Use Addition to Subtract Tens 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 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. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.



Term 3 Week 8 Feb 22-26 Topic 11 Use Models & Strategies to Subtract Tens Lessons 5-7 Review/Reteach/ Assessment	Lesson 11-5: Mental Math: Ten Less Than a Number 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 11-6: Use Strategies to Practice Subtraction 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 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. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Lesson 11-7: Model with Math 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 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. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
Term 3, Week 9 March 1-6	Term 3 Review/Reteach & Benchmark Assessments



TERM 4

Term 4 Dates/ myView Units	MS College and Career Readiness Standards **Term 4 pacing subject to adjustment following determination of MAAP testing window.**
Term 4 Week 1 March 15-19 Topic 12 Measure Lengths Lessons 1-4	Lesson 12-1: Compare and Order by Length 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. Lesson 12-2: Indirect Measurement 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. Lesson 12-3: Use Units to Measure Length 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Lesson 12-4: Use Appropriate Tools 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Term 4 Week 2 March 22-25 Topic 12 Measure Lengths Review/Reteach/ Assessment Topic 13 Time & Money Lessons 1-2	Lesson 13-1: Tell the Value of Coins 1.MD.5a Recognize pennies, nickels, dimes, and quarters and know their values. 1.MD.5b Find the value of a collection of pennies, nickels, and dimes up to one dollar. 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. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 13-2: Optional Find the Value of a Group of Coins 1.MD.5d Find equivalent values of coins. 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. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
Term 4 Week 3 Mar 30-Apr 2 Topic 13 Time & Money Lessons 3-6	Lesson 13-3: Understand the Hour and Minute Hands 1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 13-4: Tell and Write Time to the Hour 1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.



	Lesson 13-5: Tell and Write Time to the Half Hour 1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks. 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 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. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Lesson 13-6: Reasoning 1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.
Term 4 Week 4 April 5-9 Topic 13 Time & Money Review/Reteach/ Assessment Topic 14 Reason With Shapes and Their Attributes Lessons 1-2	Lesson 14-1: Use Attributes to Define Two-Dimensional (2-D) Shapes 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Lesson 14-2: Defining and Non-Defining Attributes of 2-D Shapes 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
Term 4 Week 5 April 5-9 Topic 14 Reason With Shapes and Their Attributes Lessons 3-7	Lesson 14-3: Build and Draw 2-D Shapes by Attributes 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 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. Lesson 14-4: Compose 2-D Shapes 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1.OA.2 Solve 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. Lesson 14-5: Compose New 2-D Shapes from 2-D Shapes



	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1.NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” 1.NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). Lesson 14-6: Use Attributes to Define Three-Dimensional (3-D) Shapes 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 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. Lesson 14-7: Defining and Non-Defining Attributes of 3-D Shapes 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
Term 4 Week 5 April 12-16 Topic 14 Reason With Shapes and Their Attributes Lessons 8-9 Review/Reteach/ Assessment	Lesson 14-8: Compose with 3-D Shapes 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 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. Lesson 14-9: Make Sense and Persevere 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
Term 4 Week 6 April 19-23 Topic 15 Equal Shares of Circles & Rectangles	Lesson 15-1: Make Equal Shares 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. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Lesson 15-2: Make Halves and Fourths of Rectangles and Circles



Lesson 1-4 Review/Reteach	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. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Lesson 15-3: Understand Halves and Fourths 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. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Lesson 15-4: Model with Math 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. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Term 4 Week 7 April 26-30 Topic 15 Equal Shares of Circles & Rectangles Review/Reteach/ Assessment	Topic 15 Review & Assessment EnVision Step-Up Lessons
Term 4 Weeks 8-9 May 3-7/10-14	End-of-Year Review Benchmark Assessment EnVision Step-Up Lessons