



SCCSD Math Pacing Guide – Kindergarten (2017-2018)

The tables below are an abbreviated version of the standard, based on the specific chunk to be instructed and assessed. To see the standard in its entirety with a detailed explanation, you must refer back to the unit.

Skills listed are to be covered at the introductory level and not in any particular order within the nine weeks. It is assumed that, once taught, you continue to reinforce the skills through daily routines, learning center activities, etc.

1st Nine Weeks	
<p>Count to 10 by ones. This is rote counting.* “I Can” Statements: I can count by 1s (ones) to 10.</p>	K.CC.1
<p>Write numbers 0-5. Represent a number of objects with a written numeral 0-5.* “I Can” Statements: I can write numerals 0 – 10. I can write numerals 11 – 20. I can write a numeral for the number of objects. I counted (0 – 10). I can write a numeral for the number of objects. I counted (11 – 20).</p>	K.CC.3
<p>Count and work with numbers 0-5. This is one-to-one correspondence.* “I Can” Statements: I can count and write objects 0 – 5. I can tell that the last number I said tells How many objects I counted. I can count a group of objects and tell what one more is without having to recount the set.</p>	K.CC.4a-c
<p>Work with numbers 0-5 in a line and an array.* “I Can” Statements: I can count objects (0 to 5) presented in different ways (a line, rectangle, array)</p>	K.CC.5
<p>Introduce vocabulary greater than, less than, and equal to.* (The inequality signs are not used in kindergarten.)</p>	K.CC.6

<p>"I Can" Statements: I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p>	
<p>Introduce measurable attributes of objects.* "I Can" Statements: I can describe an object by using attributes such as width, height, length, and weight, etc. I can sort objects into categories by their attributes.</p>	K.MD.1
<p>Introduce comparisons of two objects.* "I Can" Statements: I can compare two objects using height, weight, length, and width.</p>	K.MD.2
<p>Classify and sort objects into given categories.* "I Can" Statements: I can sort objects. I can count the objects (groups) I sorted. I can sort the categories by the number of objects (Which group has the most/least).</p>	K.MD.3
<p>Describe objects by their position. "I Can" Statements: I can describe things around me using names of two-dimensional shapes. I can describe things around me using names of three-dimensional shapes. I can use positional words to tell where an object is located (above, below, beside, in front of, Behind, next to). I can compare shapes. I can tell about shapes. I can tell where shapes are (above, below, beside, in front of, behind, next to) I can find shapes around me.</p>	K.G.1
<p>Correctly name two-dimensional shapes.* "I Can" Statements: I can name shapes that are two-dimensional (flat)-circle.; (flat)-square; (flat)-triangle; (flat)-rectangle.; (flat)-hexagon. I can tell that size does not change the shape's name. I can tell that shapes are the same no matter how they are turned. I can name shapes that are in the real world.</p>	K.G.2
<p>Identify and sort shapes as "flat" or "solid." "I Can" Statements: I can name shapes. I can tell that two-dimensional shapes are flat. I can tell that three-dimensional shapes are solid.</p>	K.G.3

***Denotes this standard has been chunked to allow for development of concept(s).**



SCCSD Math Pacing Guide – Kindergarten (2017-2018)

2nd Nine Weeks	
<p>Count to 20 by ones. This is rote counting.* “I Can” Statements: I can count by 1s (ones) to 20.</p>	K.CC.1
<p>Count from a given number up to 20.* “I Can” Statements: I can start with any number and count up by ones. I can match a number to how many objects I see.</p>	K.CC.2
<p>Write numbers 0-10. Represent a number of objects with a written numeral 0-10.* “I Can” Statements: I can write numerals 0 – 10. I can write a numeral for the number of objects. I counted (0 – 10). I can write a numeral for the number of objects.</p>	K.CC.3
<p>Count and work with numbers 0-10. This is one-to-one correspondence.* “I Can” Statements: I can count and write objects 0 – 10. I can tell that the last number I said tells How many objects I counted. I can count a group of objects and tell what one more is without having to recount the set.</p>	K.CC.4a-c
<p>Work with numbers 0-10 in a line, array, and circle.* “I Can” Statements: I can count objects (0 to 10) presented in different ways (a line, rectangle, array)</p>	K.CC.5
<p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.* (The inequality signs are not used in kindergarten.) “I Can” Statements: I can identify whether the number of objects in one group is greater than, less then, or equal to the number of objects in another group.</p>	K.CC.6
<p>Represent addition, in which all parts and whole of the problem are within 5 (with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations).* “I Can” Statements – I can use objects and pictures to help me show addition. I can use objects and pictures to help me show subtraction.</p>	K.OA.1

<p>Solve addition problems to 5 involving situations of adding to and putting together with the result/total unknown. <u>See Table 2-Result Unknown- Add To and Put Together</u>*</p> <p>"I Can" Statements: I can solve addition and subtraction word problems within 5.</p>	<p>K.OA.2</p>
<p>Describe measurable attributes of objects.</p> <p>"I Can" Statements: I can describe an object by using attributes such as width, height, length, and weight, etc. I can sort objects into categories by their attributes.</p>	<p>K.MD.1</p>
<p>Compare two objects.</p> <p>"I Can" Statements: I can compare two objects using height, weight, length, and width.</p>	<p>K.MD.2</p>
<p>Sort and count objects 0-10 into given categories.</p> <p>"I Can" Statements: I can sort objects. I can count the objects (groups) I sorted. I can sort the categories by the number of objects (Which group has the most/least).</p>	<p>K.MD.3</p>
<p>Correctly name two- and three-dimensional shapes.</p> <p>"I Can" Statements: I can name shapes that are two-dimensional (flat)-circle.; (flat)-square; (flat)-triangle; (flat)-rectangle.; (flat)-hexagon. I can tell that size does not change the shape's name. I can tell that shapes are the same no matter how they are turned. I can name shapes that are in the real world.</p>	<p>K.G.2</p>

***Denotes this standard has been chunked to allow for development of concept(s).**



SCCSD Math Pacing Guide – Kindergarten (2017-2018)

3rd Nine Weeks	
<p>Count to 60 by ones. Count to 100 by tens. “I Can” Statements: I can count by 1s (ones) to 60. I can count by 10s (tens) to 100</p>	K.CC.1
<p>Count from a given number up to 60.* “I Can” Statements: I can start with any number and count up by ones. I can match a number to how many objects I see.</p>	K.CC.2
<p>Write numbers 0-15. Represent a number of objects with a written numeral 0-15.* “I Can” Statements: I can write numerals 0 – 15. I can write a numeral for the number of objects. I counted (0 – 15). I can write a numeral for the number of objects.</p>	K.CC.3
<p>Count and work with numbers 0-20. This is one-to-one correspondence.* “I Can” Statements: I can count and write objects 0 – 20. I can tell that the last number I said tells How many objects I counted. I can count a group of objects and tell what one more is without having to recount the set.</p>	K.CC.4a-c
<p>Work with numbers 0-20 in a line, array, and circle.* “I Can” Statements: I can count objects (0 to 20) presented in different ways (a line, rectangle, array)</p>	K.CC.5
<p>Compare numbers up to 10. * (The inequality signs are not used in kindergarten.) “I Can” Statements: I can compare two numbers 1....10 and tell which is greater, which is less, and if they are equal.</p>	K.CC.7
<p>Represent addition and subtraction, in which all parts and whole of the problem are within 5 (with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations).* “I Can” Statements: I can use objects and pictures to help me show addition.</p>	K.OA.1

I can use objects and pictures to help me show subtraction.	
Solve addition and subtraction problems to 5 involving situations of adding to and taking from with the result unknown. See Table 2-Result Unknown-Add To and Take From* "I Can" Statements: I can solve addition and subtraction word problems within 5.	K.OA.2
Decompose numbers 0-10 into pairs in more than one way.* "I Can" Statements: I can take apart less than or equal to 10 ($5 = 2 + 3$). I can use objects or drawings to write an equation.	K.OA.3
Find the number that makes 5 when added to a given number, for any number 0-5.* "I Can" Statements: I can find the number that is added to 1 through 4 to make 5. I can use objects to show my answer.	K.OA.4
Fluently add within 5.* "I Can" Statements: I can quickly add numbers within 5.	K.OA.5
Model shapes/objects in the world by drawing and building two- and three-dimensional shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). "I Can" Statements: I can make shapes using materials such as sticks, clay, etc. I can identify a shape of a real world object by its attribute.	K.G.5
Compose simple shapes to form larger shapes. "I Can" Statements: I can use simple shapes to make larger shapes.	K.G.6

***Denotes this standard has been chunked to allow for development of concept(s).**



SCCSD Math Pacing Guide – Kindergarten (2017-2018)

4th Nine Weeks	
<p>Count to 100 by ones and tens. This is rote counting. “I Can” Statements: I can count by 1s (ones) to 100. I can count by 10s (tens) to 100</p>	K.CC.1
<p>Count from a given number up to 100. “I Can” Statements: I can start with any number and count up by ones. I can match a number to how many objects I see.</p>	K.CC.2
<p>Write numbers 0-20. Represent a number of objects with a written numeral 0-20. “I Can” Statements: I can write numerals 0 – 20. I can write a numeral for the number of objects. I counted (0 – 20). I can write a numeral for the number of objects.</p>	K.CC.3
<p>Work with numbers 0-20 in a line, array, and circle. Count 10 objects in a scattered configuration. “I Can” Statements: I can count objects (0 to 20) presented in different ways (a line, rectangle, array)</p>	K.CC.5
<p>Compare numbers up to 20. (The inequality signs are not used in kindergarten.) “I Can” Statements: I can compare two numbers 1....20 and tell which is greater, which is less, and if they are equal.</p>	K.CC.7
<p>Compose and decompose numbers from 11-19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$). “I Can” Statements: I can write numbers into tens and ones. I can put together and take apart numbers from 11 to 19 by naming the tens and ones. I can use objects, drawings, or equations to show tens and ones.</p>	K.NBT.1

<p>Represent addition and subtraction, in which all parts and whole of the problem are within 10 (with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations).</p> <p>“I Can” Statements: I can use objects and pictures to help me show addition. I can use objects and pictures to help me show subtraction.</p>	<p>K.OA.1</p>
<p>Solve addition and subtraction word problems within 10 involving situations of adding to and taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem. <u>See Table 2-Result Unknown-Add To and Take From</u></p> <p>“I Can” Statements: I can solve addition and subtraction word problems within 10.</p>	<p>K.OA.2</p>
<p>Decompose numbers less than or equal to 10 in more than one way.</p> <p>“I Can” Statements: I can take apart less than or equal to 10 ($5 = 2 + 3$). I can use objects or drawings to write an equation.</p>	<p>K.OA.3</p>
<p>Find the number that makes 10 when added to a given number, for any number 1-9.</p> <p>“I Can” Statements: I can find the number that is added to 1 through 9 to make 10. I can use objects to show my answer.</p>	<p>K.OA.4</p>
<p>Fluently add and subtract within 5.</p> <p>“I Can” Statements: I can quickly add numbers within 5. I can quickly subtract numbers within 5.</p>	<p>K.OA.5</p>
<p>Analyze and compare two- and three-dimensional shapes.</p> <p>“I Can” Statements: I can tell how two- and three-dimensional shapes are similar and/or different using the length And number of sides and corners. I can describe the attributes of a circle. I can tell that a shape has sides. I can tell that vertices are corners or points on a shape. I can count how many sides and vertices a shape has.</p>	<p>K.G. 4</p>



Grade K: Recommended Sequencing for Ready Mathematics 2016 with envision MATH Common Core Edition 2012

envision MATH Common Core Edition			Ready Mathematics 2016		
Topic	Topic Name	Lesson	Lesson Title	Alignment	Recommended Lesson Sequencing
Topic 1	One to Five	1-1	Counting 1, 2 and 3	K.CC.4.a	Lesson 1: Understanding Counting
		1-2	Counting 1, 2 and 3 in Different Arrangements	K.CC.4.b	Lesson 2: Count 1,2, and 3
		1-3	Reading and Writing 1, 2, and 3	K.CC.3	
		1-4	Counting 4 and 5	K.CC.4.a	Lesson 3: Count 4
		1-5	Counting 4 and 5 in Different Arrangements	K.CC.4.b.	Lesson 4: Count 5
		1-6	Reading and Writing 4 and 5	K.CC.3	
		1-7	Problem Solving: Use Objects	K.CC.5	
Topic 2	Comparing and Ordering 0 to 5	2-1	More, Fewer and Same As	K.CC.6	Lesson 5: Compare Within 5
		2-2	1 and 2 More	K.CC.6	Lesson 6: Make 3, 4, and 5
		2-3	1 and 2 Fewer	K.CC.6	
		2-4	The Number 0	K.CC.3	
		2-5	Reading and Writing 0	K.CC.3	
		2-6	As Many, More and Fewer	K.CC.6	
		2-7	Ordering Numbers 0 to 5	K.CC.4.c	
		2-8	Ordinal Numbers Through Fifth	K.CC.4	
		2-9	Problem Solving: Use Objects	K.CC.6	
Topic 3	Six to Ten	3-1	Counting 6 and 7	K.CC.4b	Lesson 7: Count 6 and 7
		3-2	Reading and Writing 6 and 7	K.CC.3	
		3-3	Counting 8 and 9	K.CC.4b	Lesson 9: Count 8 and 9
		3-4	Reading and Writing 8 and 9	K.CC.3	
		3-5	Counting 10	K.CC.4b	Lesson 11: Count 10

		3-6	Reading and Writing 10	K.CC.3	
		3-7	Problem Solving: Look for a Pattern	K.CC.4b	
Topic 4	Comparing and Ordering Numbers 0 to 10	4-1	Comparing Numbers Through 10	K.CC.6	
		4-2	Comparing Numbers to 5	K.CC.6	
		4-3	Comparing Numbers to 10	K.CC.6	Lesson 12: Compare Within 10
		4-4	1 More	K.CC.6	
		4-5	1 Fewer	K.CC.6	
		4-6	2 More	K.CC.6	
		4-7	2 Fewer	K.CC.6	
		4-8	Ordering Numbers Through 10	K.CC.2	
		4-9	Ordering Numbers on a Number Line	K.CC.2	
		4-10	Problem Solving: Use Objects	K.CC.7	
Topic 5	Numbers to 20	5-1	Counting, Reading and Writing 11 and 12	K.CC.4b	
		5-2	Counting, Reading and Writing 13, 14, and 15	K.CC.4b	
		5-3	Counting, Reading and Writing 16 and 17	K.CC.4b	Lesson 21: Understand Teen Numbers
		5-4	Counting, Reading and Writing 18, 19, and 20	K.CC.4b	Lesson 22: Count Teen Numbers
		5-5	Problem Solving: Use Logical Reasoning	K.CC.2	
Topic 6	Numbers to 100	6-1	Counting to 30	K.CC.1	
		6-2	About How Many?	K.CC.5	
		6-3	Counting to 100	K.CC.1	Lesson 24: Count to 100 by Tens
		6-4	Counting Groups of Ten	K.CC.1	Lesson 25: Count to 100 by Ones
		6-5	Patterns on a Hundred Chart	K.CC.1	
		6-6	Problem Solving: Look for a Pattern	K.CC.1	
Topic 7	Understanding Addition	7-1	Stories About Joining	K.OA.1	
		7-2	More Joining	K.OA.1	
		7-3	Joining Groups	K.OA.1	

		7-4	Using the Plus Sign	K.OA.1	Lesson 14: Understand Addition
		7-5	Finding Sums	K.OA.1	Lesson 15: Add Within 5
		7-6	Addition Sentences	K.OA.5	Lesson 18: Add Within 10
		7=7	Problem Solving: Draw a Picture	K.OA.2	Lesson 20: Practice Facts to 5
Topic 8	Understanding Subtraction	8-1	Stories and Separating	K.OA.1	
		8-2	Stories About Take Away	K.OA.1	
		8-3	Stories About Comparing	K.OA.1	
		8-4	Problem Solving: Act It Out	K.OA.1	
		8-5	Using the Minus Sign	K.OA.1	Lesson 16: Understand Subtraction
		8-6	Finding Differences	K.OA.1	Lesson 17: Subtract Within 5
		8-7	Subtraction Sentences	K.OA.5	Lesson 19: Subtract Within 10
		8-8	Problem Solving: Use Objects	K.OA.2	Lesson 20: Practice Facts to 5
Topic 9	Composing and Decomposing Numbers to 10	9-1	Making 4 and 5	K.OA.3	Lesson 6: Make 3, 4, and 5
		9-2	Writing Number Sentences for 4 and 5	K.OA.3	
		9-3	Making 6 and 7	K.OA.3	Lesson 8: Make 6 and 7
		9-4	Writing Number Sentences for 6 and 7	K.OA.3	
		9-5	Making 8 and 9	K.OA.3	Lesson 10: Make 8 and 9
		9-6	Writing Number Sentences for 8 and 9	K.OA.3	
		9-7	Making 10	K.OA.4	Lesson 13: Make 10
		9-8	Writing Number Sentences for 10	K.OA.3	
		9-9	Problem Solving: Make a Graph	K.MD.3	
Topic 10	Composing Numbers 11 to 19	10-1	Making 11, 12, and 13	K.NBT.1	Lesson 21: Understand Teen Numbers
		10-2	Making 14, 15, and 16	K.NBT.1	Lesson 23: Make Teen Numbers
		10-3	Making 17, 18, and 19	K.NBT.1 K.NBT.1	
		10-4	Problem Solving: Look for a Pattern	K.NBT.1	
Topic 11	Decomposing Numbers 11 to 19	11-1	Creating sets to 19	K.NBT.1	
		11-2	Parts of 11, 12, and 13	K.NBT.1	

		11-3	Parts of 14, 15, and 16	K.NBT.1	Lesson 21: Understand Teen Numbers
		11-4	Parts of 17, 18, and 19	K.NBT.1	Lesson 23: Make Teen Numbers
		11-5	Problem Solving: Looking for a Pattern	K.NBT.1	
Topic 12	Measurement	12-1	Describing Objects by More Than One Attribute	K.MD.1	
		12-2	Comparing by Length	K.MD.2	Lesson 26: Compare Length
		12-3	More Comparing Objects by Length	K.MD.2	
		12-4	Problem Solving: Try, Check, and Revise	K.MD.2	
		12-5	Comparing by Height	K.MD.2	
		12-6	More Comparing Objects by Height	K.MD.2	
		12-7	Comparing Capacities	K.MD.2	
		12-8	Comparing by Weight	K.MD.2	Lesson 27: Compare Weight
Topic 13	Sorting, Classifying, Counting and Categorizing Data	13-1	Same and Different	K.MD.3	
		13-2	Sorting by One Attribute	K.MD.3	
		13-3	Sorting the Same Set in Different Ways	K.MD.3	
		13-4	Sorting by More Than One Attribute	K.MD.3	Lesson 28: Sort Objects
		13-5	Problem Solving: Use Logical Reasoning	K.MD.3	
		13-6	Real Graphs	K.MD.3	
		13-7	Picture Graphs	K.MD.3	
Topic 14	Identifying and Describing Shapes	14-1	Rectangles	K.G.2	
		14-2	Squares	K.G.2	
		14-3	Circles	K.G.2	
		14-4	Triangles	K.G.2	
		14-5	Hexagons	K.G.2	
		14-6	Solid Figures	K.G.3	Lesson 29: Name Shapes
		14-7	Flat Surfaces of Solid Figures	K.G.3	
		14-8	Problem Solving: Use Objects	K.G.2	

Topic 15	Position and Location of Shapes	15-1	Inside and Outside	K.G.1	
		15-2	Above, Below, and On	K.G.1	
		15-3	In Front Of and Behind	K.G.1	
		15-4	Left and Right	K.G.1	
		15-5	Problem Solving: Act It Out	K.G.1	Lesson 29: See Position and Shape
Topic 16	Analyzing, Comparing, and Composing Shapes	16-1	Same Size, Same Shape	K.G.4	
		16-2	Making Shapes from Other Shapes	K.G.6	
		16-3	Comparing Solid Figures	K.G.4	Lesson 31: Compare Shapes
		16-4	Building with Solid Figures	K.G.5	Lesson 32: Building Shapes
		16-5	Problem Solving: Use Logical Reasoning	K.G.4	