

Kindergarten **Math** Pacing Guide

Not all content in a given grade is emphasized equally in the standards. Critical standards require greater emphasis than others based on the depth of ideas, time they take to master, and/or their importance to future Mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through Mathematics. To say some standards have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Critical Standards	Supporting Standards
Skills and knowledge that students must demonstrate proficiency to ensure academic success. Critical standards build on each other from grade level to grade level. <i>(Note: Spend 80% of your time)</i>	These standards support the critical standards. They may be emphasized in a subsequent grade or course. <i>(Spend 20% of your time)</i>

* On 4th grade NAEP (National Assessment of Educational Progress)

Focus	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	Know the number names and the count sequence			
Counting	1-(Count by 1s to 25, from 5 backward) 2-(to 10, state number before and after) 3-(0 to 10 - focus on representing quantities for a number give <u>orally</u> , writing number from 0-5)	1-(Count by 1s and 10s to 50, from 10 backward) 2-(to 20, state number before and after) 3-(0 to 10, representing quantities give <u>orally</u> and written as numerals, writing numbers from 0-10)	1-(Count by 1s and 10s to 80, from 10 backward) 2-(to 50, state number before and after) 3-(to 20, representing quantities given <u>orally</u> , writing numbers 11 to 20)	1-(Count by 1s and 10s to 100, from 10 backward) 2-(to 100, state number before and after) 3-(to 20, representing quantities written as numerals and writing numbers 0-20)
Quantity / Subitizing	4a-(to 5 scattered, to 10 organized using 1 to 1 correspondence) 4b-(to 5, ask "how many?") 4c-(to 5, ask "how many?" rearrange and ask again.) 4d-(to 10, 1 more/less, number before/after) 5a-(to 10-focus on organizing in a line, sequence and 1 to 1) 5b-(to 5 scattered) 5c-(to 5, given a numeral, draw the number of objects that corresponds to the numeral)	4a-(to 5 scattered, to 10 organized using 1 to 1 correspondence) 4b-(to 10, ask "how many?") 4c-(to 10, ask "how many?" rearrange and ask again.) 4d-(to 10, 1 more/less, number before/after) 5a-(to 10, focus on keeping track, organize in an array using 10 frames, sequence and 1 to 1) 5b-(to 10 scattered) 5c-(to 10, given a numeral, draw the number of objects that corresponds to the numeral)	4a-(to 10 scattered; 15 organized; using 1 to 1) 4b-(to 15, ask "how many?") 4c-(to 15, ask "how many?" rearrange and ask again.) 5a-(to 15, focus on organization, keeping track, estimate, reasonable) 5b-(to 10 scattered) 5c-(to 15, given a numeral, draw the number of objects that corresponds to the numeral)	4a-(to 10 scattered, to 20 organized; using 1 to 1) 4b-(to 20, ask "how many?") 4c-(to 20, ask "how many?" rearrange and ask again.) 5a-(to 20 in a line, array of circle) 5b-(to 10 scattered) 5c-(to 20, given a numeral, draw the number of objects that corresponds to the numeral)
	Compare Numbers			
Comparing and Ordering	6-(to 5 with objects or visuals - using vocabulary - same as/ equal to, more, less) / using matching and counting strategies	6-(to 10 with objects or visuals - using vocabulary - same as/equal to, more, less) / using matching and counting strategies	6-(to 10 with objects or visuals - using vocabulary - same as/equal to, more, less) / using matching and counting strategies	6-(to 10 with objects or visuals - using vocabulary - same as/equal to, more, less) / using matching and counting strategies
		7-(Numerals to 10 using formal vocabulary, no symbols)	7-(Numerals to 10 using formal vocabulary, no symbols)	7-(Numerals to 10 using formal vocabulary, no symbols)

	Understand addition as putting together and adding to, and understand taking apart and taking from			
Addition and Subtraction	10-(within 5, using visuals, concrete objects and drawings)	8-(within 5, concrete, visual, drawing, acting out, number path) 9-(within 5, add to, take from and part-part whole types, label drawings and unit) 10-(within 5, using visuals, concrete objects or drawings) 12-(within 5 - focus on addition and combinations of numbers)	8-(within 10, concrete, visual, drawing, acting out, number path) 9-(within 5, add to, take from and part-part whole types, label drawings and unit) 10-(within 10, using visuals, concrete objects, drawings, or equations) 11-(combinations of 10, given one addend)	8-(within 10, concrete, visual, drawing, acting out, number path) 9-(within 5, add to, take from and part-part whole types, label drawings and unit) 10-(within 10, using visuals, concrete objects, drawings, or equations) 11-(combinations of 10, given one addend)
	13 - Recognize and duplicate patterns with claps, shapes, color, size or other defining attributes using concrete objects, can answer, "what comes next?"	13 - Duplicate, extend, and create simple repeating patterns with claps, shapes, color, size, or other defining attributes using concrete objects; can explain, "what comes next?"	12-(within 5 - focus on addition and introduce subtraction) 13 - Answers "What comes next?" about a growing or decreasing pattern (with concrete objects) by adding one cub like a staircase, e.g., 1 cube, 2 cubes, 3 cubes, 4 cubes, etc.	12-(within 5 - focus on addition and introduce subtraction) 13 - Recognizes patterns with all of the ways to decompose a number using objects (see standard #10), 0 red & 5 yellow, 1 red & 4 yellow, 2 red & 3 yellow, etc.)
	Work with numbers 11-19 to gain foundations for place value			
Place Value			14-ten ones and some more ones	14-ten ones and some more ones
	Collect and analyze data and interpret results			
Data	15 - (to 5, sort small collections, two categories (Venn or Yes/No), count, compare groups, groups have 5 or less)	15-(to 10, sort small collections of objects, two categories (Venn, Y/N or Pictograph), count, compare groups	15-(to 10, sort small collections of objects, two categories (Venn, Y/N or Pictograph), count, compare groups)	15-(to 10, sort small collections of objects, two categories (Venn, Y/N, or Pictograph), count, compare groups)
	Describe and compare measurable attributes			
Measurement		16-Focus on measurable	16-Focus on measurable	

		attributes of a single object (long/short, heavy/light, tall/short)	attributes of a single object (length, weight, height)	
		17-Directly compare 2 objects and connect this to comparing numbers	17-Directly compare 2 objects and connect this to comparing numbers	17-Directly compare 2 objects and connect this to comparing numbers
Shapes	18-use names of shapes found in the environment using relative position vocabulary (<i>above, below, beside, in front of, behind, and next to</i>) 19-name 2D shapes: circle, square, triangle, rectangle, hexagons regardless of orientation or size	18-use the names of shapes found in environment using relative position vocabulary(<i>above, below, beside, in front of, behind, and next to</i>)* 19-name 3D shapes: cubes, cones, cylinders, and spheres regardless of orientation or size * 20-Identify shapes as 2D or 3D *	21-Analyze and compare 2D and 3D shapes using vocabulary to describe attributes. 22-build and draw 2D, 3D	22-build and draw 2D, 3D
			23-create and compose larger shapes, connect to composing numbers	23-create and compose larger shapes, connect to composing numbers