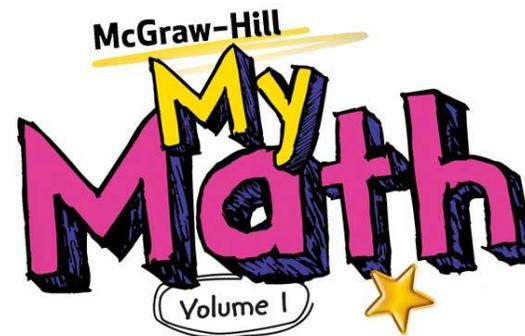
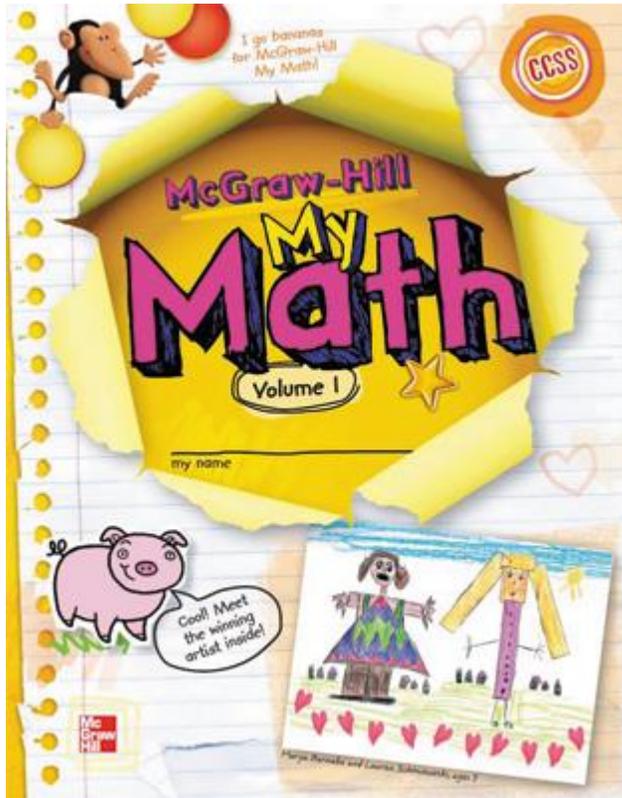




Grade Level Pacing Guide  
Grade K



Volumes 1 and 2  
Grade K

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Unit Title	Pacing		CCSS Standards	Page Numbers
1. Counting and Matching Numerals 0-5 with Comparing.	Teach and Unit Test	20 Days	<b>K.CC.1</b> Count to 100 by ones and by tens.	
	Reteach/ Enrichment	2 days	<b>K.CC.3</b> 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).	17–22, 29–34, 35–40, 69–74, 75–80
			<b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	11–16, 23–28
			<b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
			<b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	43–48, 49–54, 55–60, 61–66
			<b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.	
			<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	539–544, 545–550, 551–556, 559–564, 565–570

Unit Title	Pacing		CCSS Standards	Page Numbers
2. Fluency with Addition & Subtraction within 5	Teach and Unit Test	20 days	<b>K.CC.1</b> Count to 100 by ones and by tens.	
	Reteach/ Enrichment	3 days	<b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
			<b>K.CC.3</b> 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).	
			<b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	
			<b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
			<b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	257–262, 263–268
			<b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawing to represent the problem.	325–330
			<b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	
			<b>K.OA.5</b> Fluently add and subtract within 5.	

Unit Title	Pacing		CCSS Standards	Page Numbers
3. Counting and Match Numerals 6-10 with Comparing	Teach and Unit Test	15 days	<b>K.CC.1</b> Count to 100 by ones and by tens.	
	Reteach/ Enrichment	3 days	<b>K.CC.3</b> 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).	105–110, 125–130, 131–136, 145–150
			<b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	93–98, 99–104, 111–116, 119–124
			<b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
			<b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	137–142
			<b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.	
			<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	

Unit Title	Pacing		CCSS Standards	Page Numbers
4. Exploring Addition & Subtraction within 10	Teach and Unit Test	20 days	<b>K.CC.1</b> Count to 100 by ones and by tens.	
	Reteach/ Enrichment	3 days	<b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
			<b>K.CC.3</b> 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).	
			<b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	

Unit Title	Pacing	CCSS Standards	Page Numbers
		<b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
		<b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	269–274, 275–280, 281–286, 289–294, 295–300, 307–312, 331–336, 339–344, 345–350, 351–356, 397–402, 403–408, 409–414
		<b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawing to represent the problem.	357–362, 383–388, 389–394, 415–420
		<b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	
		<b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	301–306, 363–368
		<b>K.OA.5</b> Fluently add and subtract within 5.	

Unit Title	Pacing		CCSS Standards	Page Numbers
5. Counting and Matching Numerals 11-20 (Review units 1, 2, and 3...numerals 0-20)	Teach and Unit Test	20 days	<b>K.CC.1</b> Count to 100 by ones and by tens.	
	Reteach/ Enrichment	5 days	<b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
			<b>K.CC.3</b> 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).	179–184, 185–190, 191–196, 197–202, 205–210, 211–216, 217–222
			<b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	
			<b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
6. Teen Numbers (11-19) & Counting to 100	Teach and Unit Test	20 days	<b>K.CC.1</b> Count to 100 by ones and by tens.	225–230, 231–236, 237–242
	Reteach/ Enrichment	4 days	<b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
			<b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	
			<b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	

Unit Title	Pacing		CCSS Standards	Page Numbers
			<b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
			<b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	443–448, 449–454, 455–460, 463–468, 469–474
7. Identify and Describe 2-D and 3-D Shapes	Teach and Unit Test	10 Days	<b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	583–588, 589–594, 597–602, 603–608, 655–660, 719–724
	Reteach/Enrichment	3 days	<b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.	623–628, 629–634, 635–640, 641–646, 693–698, 699–704
			<b>K.G.3</b> Identify shapes as two–dimensional (lying in a plane, “flat”) or three–dimensional (“solid”).	

Unit Title	Pacing		CCSS Standards	Page Numbers
			<b>K.G.4</b> 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).	
			<b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	673–678
8. Compare, Analyze, and Compose 2-D and 3-D Shapes	Teach and Unit Test	10 Days	<b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	489–494, 495-500, 501–506, 509-514, 521–526
	Reteach/ Enrichment	2 days	<b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	
			<b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.	
			<b>K.G.3</b> Identify shapes as two–dimensional (lying in a plane, “flat”) or three–dimensional (“solid”).	
			<b>K.G.4</b> 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).	

Unit Title	Pacing		CCSS Standards	Page Numbers
			<b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
			<b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	661–666, 667–672
9. Measurement by Direct Comparison	Teach and Unit Test	20 Days	<b>K.MD.1</b> Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.	515–520
	Reteach/Enrichment	2 days	<b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	