© 2023 All rights reserved Kildeer Countryside CCSD 96. Do not copy without permission.
KCSD96

| 23-24 Grade 1 Math Pacing Guide |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 4.0 Target | 3.0 Target | T1 | T2 | T3 |
| Operations and Algebraic Thinking |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions |  | x | x |
| Does Not Extend | Add and subtract within 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. | x | x | x |
| Does Not Extend | Fluently add and subtract within 1010 demonstrated by: Accuracy, Efficiency (in about $3-5$ seconds), \& Flexibility (using strategies such as doubles, make ten, doubles plus one, counting on). |  | x | x |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. |  |  | x |
| Number and Operations in Base Ten |  |  |  |  |
| Does Not Extend | 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. | x | x |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following cases: 10 can be thought of as a bundle of ten ones, called a "ten," The numbers from 11-19 are composed of a ten and some ones, The numbers $\mathbf{1 0}, \mathbf{2 0}, \mathbf{3 0}, \mathbf{4 0}, \mathbf{5 0}, \mathbf{6 0}, \mathbf{7 0}, 80,90$ refers to groups of tens and zero ones. |  |  | x |
| Does Not Extend | 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. |  |  | x |
| Does Not Extend | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 1090 , 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. |  |  | x |
| Measurement and Data |  |  |  |  |
| Does Not Extend | Tell and write time in hours and half-hours using analog and digital clocks. |  |  | x |
| Does Not Extend | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | x |  |  |
| Geometry |  |  |  |  |
| Does Not Extend | Build and draw shapes to possess defining attributes. |  |  | x |
| Does Not Extend | 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. |  |  | x |

