| 23-24 Kindergarten Math Pacing Guide |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 4.0 Target | 3.0 Target | T1 | T2 | 3 |
| Counting and Cardinality |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Count to 100 by 1 's. | x | x | x |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Count to 100 by 10 's. |  |  | x |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). |  | x | x |
| Does Not Extend | 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). |  |  | x |
| Does Not Extend | When counting objects (up to 20), say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object ( $1: 1$ correspondence). | x | x |  |
| Does Not Extend | Understand that the last number name said tells the number of objects counted (up to 20). The number of objects is the same regardless of their arrangement or the order in which they were counted. | x | x |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (within 10). |  | x | x |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teache | Compare two numbers between 1 and 10 presented as written numerals. |  |  | x |
| 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 | Solve addition and subtraction word problems, and add and subtract within 10. |  |  | x |
| Does Not Extend | Decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ). |  |  | x |
| Does Not Extend | Fluently add and subtract within 5 . |  | x | x |
| Number and Operations in Base Ten |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Compose and decompose numbers from 11 to 19 into ten ones and some further ones; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |  |  | x |
| Measurement and Data |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Classify objects into given categories; count the numbers of objects in each category and sort (or order) the categories by count (e.g. by greatest to least) |  | x |  |
| Geometry |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Describe 2D objects in the environment, regardless of their orientation or size using names of shapes (square, circle, triangle, rectangle, rhombus, trapezoid hexagon). |  | x |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher | Describe 3D objects in the environment, regardless of their orientation or size, using names of shapes (cube, sphere, cone cylinder). |  |  | x |
| Does Not Extend | Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. |  | x |  |

