



TERM 1	
Term 1 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 1 Week 1 Aug. 10-14 Topic 1 Numbers 0-5 Lessons 1-5	Lesson 1-1: Count 1, 2, and 3 K.CC.4a When counting objects, 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. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 1-2: Recognize 1, 2, and 3 in Different Arrangements K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 1-3: Read, Make, and Write 1, 2, and 3 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 1-4: Count 4 and 5 K.CC.4a When counting objects, 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. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 1-5: Recognize 4 and 5 in Different Arrangements K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 1 Week 2 Aug. 17-21 Topic 1 Numbers 0-5 Lessons 6-10	Lesson 1-6: Read, Make, and Write 4 and 5 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 1-7: Identify the Number 0 K.CC.4a When counting objects, 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. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.



	Lesson 1-8: Read and Write 0 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 1-9: Numbers to 5 K.CC.4c Understand that each successive number name refers to a quantity that is one larger. K.CC.4a When counting objects, 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. Lesson 1-10: Problem Solving: Construct Arguments K.CC.4a When counting objects, 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. K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 1 Week 3 Aug 24-28 Topic 1 Review/Reteach/ Assessment Topic 2 Compare #s 0-5 Lessons 1-2	Lesson 2-1: Equal Groups K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 2-2: Greater Than K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 1 Week 4 Aug 31-Sept 4 Topic 2 Compare #s 0-5 Lessons 3-5, Review/Reteach/ Assessment	Lesson 2-3: Less Than K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 2-4: Compare Groups to 5 by Counting K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 2-5: Problem Solving: Model with Math



	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20.
Term 1 Week 5 Sept 8-11 Topic 3 Numbers 6-10 Lessons 1-4	Lesson 3-1: Count 6 and 7 K.CC.4a When counting objects, 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. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 3-2: Read, Make, and Write 6 and 7 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 3-3: Count 8 and 9 K.CC.4a When counting objects, 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. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 3-4: Read, Make, and Write 8 and 9 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 1 Week 6 Sept 14-18 Topic 3 Numbers 6-10 Lessons 5-8	Lesson 3-5: Count 10 K.CC.4a When counting objects, 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. K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Lesson 3-6: Read, Make, and Write 10 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 3-7: Count Numbers to 10 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.4c Understand that each successive number name refers to a quantity that is one larger. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Lesson 3-8: Problem Solving: Look For and Use Structure



	K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20.
Term 1 Week 7 Sept 21-25 Topic 4 Compare #s 6-10 Lessons 1-5 Review/Reteach Assessment	Lesson 5-1: Classify Objects into Categories K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 5-2: Count the Number of Objects in Each Category K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 5-3: Sort the Categories by Counting K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. Lesson 5-4: Problem Solving: Critique Reasoning K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
Term 1 Week 8 Sept 28-Oct 2 Topic 4 Review/Reteach/ Assessment	Topic 4 Review/Reteach Assessment Term 1 Review & Reteach
Term 1 Week 9 October 5-9	Term 1 Review & Reteach Benchmark Assessment



TERM 2	
Term 2 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 2 Week 1 Oct 13-16 Topic 12 Identify & Describe Shapes Lessons 1-4	Lesson 12-1: Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). K.CC.1 Count to 100 by ones and by tens. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Lesson 12-2: Circles and Triangles K.G.2 Correctly name shapes regardless of their orientations or overall size. K.CC.1 Count to 100 by ones and by tens. K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. Lesson 12-3: Squares and Other Rectangles K.G.2 Correctly name shapes regardless of their orientations or overall size. K.CC.1 Count to 100 by ones and by tens. K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes. Lesson 12-4: Hexagons K.G.2 Correctly name shapes regardless of their orientations or overall size. K.CC.1 Count to 100 by ones and by tens. K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes.
Term 2 Week 2 Oct 20-23 Topic 12	Lesson 12-5: Solid Figures K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes.



Identify & Describe Shapes Lessons 5-7 Review/Reteach /Assessment	Lesson 12-6: Describe Shapes in the Environment K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Lesson 12-7: Problem Solving: Precision K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. K.G.2 Correctly name shapes regardless of their orientations or overall size.
Term 2 Week 3 Oct 26-30 Topic 6 Understand Addition Lessons 1-5	Lesson 6-1 Explore Addition K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 6-2 Represent Addition as Adding To K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. Lesson 6-3 Represent Addition as Putting Together K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. Lesson 6-4 Represent and Explain Addition with Equations K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. Lesson 6-5 Solve Addition Word Problems: Add To K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Term 2 Week 4 Nov 2-6	Lesson 6-6 Solve Addition Word Problems: Put Together K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.



Topic 6 Understand Addition Lessons 6-8 Review/Reteach /Assessment	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 6-7 Use Patterns to Develop Fluency in Addition K.OA.5 Fluently add and subtract within 5. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 6-8 Problem Solving: Model with Math K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Term 2 Week 5 Nov 9-13 Topic 7 Understand Subtraction Lessons 1-5	Lesson 7-1 Explore Subtraction K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 7-2 Represent Subtraction as Taking Apart K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. Lesson 7-3 Represent Subtraction as Taking From K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. Lesson 7-4 Represent and Explain Subtraction with Equations K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. Lesson 7-5 Solve Subtraction Word Problems: Taking From and Apart K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.



Term 2 Week 6 Nov 16-20 Topic 7 Understand Subtraction Lessons 6-7 Review/Reteach/ Assessment	Lesson 7-6 Use Patterns to Develop Fluency in Subtraction K.OA.5 Fluently add and subtract within 5. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 7-7 Problem Solving: Use Appropriate Tools K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Term 2 Week 7 Nov 30-Dec 4 Topic 8 More Addition & Subtraction Lessons 1-5	Lesson 8-1: Decompose 5 to Solve Problems K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 8-2: Related Facts K.OA.5 Fluently add and subtract within 5. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 8-3: Problem Solving: Reasoning K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.5 Fluently add and subtract within 5. Lesson 8-4: Fluently Add and Subtract to 5 K.OA.5 Fluently add and subtract within 5. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 8-5: Decompose 6 and 7 to Solve Problems K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Term 2 Week 8 Dec 7-11 Topic 8	Lesson 8-5: Decompose 6 and 7 to Solve Problems K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 8-6: Decompose 8 and 9 to Solve Problems



More Addition & Subtraction Lessons 6-10	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 8-7: Ways to Make 10 K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. Lesson 8-8: Decompose 10 to Solve Problems K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Lesson 8-9: Find the Missing Part of 10 K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Lesson 8-10: Continue to Find the Missing Part of 10 K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way.
Term 2 Week 9 Dec 14-18	Topic 8/Term 2 Review/Reteach & Benchmark Assessments



TERM 3	
Term 3 Dates/ Envision Units	MS College and Career Readiness Standards
Term 3 Week 1 Jan 5-8 Topic 9 Count Numbers to 20 Lessons 1-4	Lesson 9-1: Count, Read, and Write 11 and 12 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 9-2: Count, Read, and Write 13, 14, and 15 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 9-3: Count, Read, and Write 16 and 17 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 9-4: Count, Read, and Write 18, 19, and 20 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 3 Week 2 Jan 11-15 Topic 9 Count Numbers to 20	Lesson 9-5: Count Forward from Any Number to 20 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.4c Understand that each successive number name refers to a quantity that is one larger. Lesson 9-6: Count to Find How Many K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.



Lessons 5-7 Review/Reteach/ Assessment	Lesson 9-7: Problem Solving: Reasoning K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 3 Week 3 Jan 19-22 Topic 10 Compose & Decompose Numbers 11-19 Lessons 1-4	Lesson 10-1: Make 11, 12, and 13 K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 10-2: Make 14, 15, and 16 K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 10-3: Make 17, 18, and 19 K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 10-4: Find Parts of 11, 12, and 13 K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 3 Week 4 Jan 25-29 Topic 10 Compose & Decompose Numbers 11-19 Lessons 5-7 Review/Reteach/ Assessment	Lesson 10-5: Find Parts of 14, 15, and 16 K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 10-6: Find Parts of 17, 18, and 19 K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 10-7: Problem Solving: Look For and Use Structure K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation.



	K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 3 Week 5 Feb 1-5 Topic 11 Count Numbers to 100 Lessons 1-5	Lesson 11-1: Count Using Patterns to 30 K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 11-2: Count By Ones and By Tens to 50 K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 11-3: Count by Tens to 100 K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 11-4: Count By Ones to 100 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.1 Count to 100 by ones and by tens. Lesson 11-5: Problem Solving: Look For and Use Structure K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.1 Count to 100 by ones and by tens.
Term 3 Week 6 Feb 8-12 Topic 11 Review/Reteach/ Assessment Topic 14 Describe & Compare Measurable Attributes Lessons 1-2	Lesson 14-1: Describe and Compare by Length and Height K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute. K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Lesson 14-2: Describe and Compare by Capacity K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute. K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Term 3 Week 7 Feb 16-19 Topic 14 Describe & Compare	Lesson 14-3: Describe and Compare by Weight K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute. K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Lesson 14-4: Describe Objects by Measurable Attributes K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Lesson 14-5: Describe and Compare Objects by Measurable Attributes



Measurable Attributes Lessons 3-6	K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute. K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Lesson 14-6: Problem Solving: Precision K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute.
Term 3 Week 8, Feb 22-26 Topic 14/Term 3 Review/Reteach/ Assessment	Topic 14/Term 3 Review/Reteach & Benchmark Assessments
Term 3, Week 9 March 1-6	Term 3 Review/Reteach & Benchmark Assessments

TERM 4	
Term 4 Dates/ myView Units	MS College and Career Readiness Standards **Term 4 pacing subject to adjustment following determination of MAAP testing window.**
Term 4 Week 1 March 15-19 Topic 13 Analyze, Compare, & Create Shapes Lessons 1-4	Lesson 13-1: Analyze and Compare Two-Dimensional (2-D) Shapes K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Lesson 13-2: Analyze and Compare Three-Dimensional (3-D) Shapes K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.G.5 Model shapes in the world by building shapes from components and drawing shapes. Lesson 13-3: Compare 2-D and 3-D Shapes K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes. K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. Lesson 13-4: Problem Solving: Make Sense and Persevere K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes.



	K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Term 4 Week 2 March 22-25 Topic 13 Analyze, Compare, & Create Shapes Lessons 5-7 Review/Reteach/ Assessment	Lesson 13-5: Make 2-D Shapes from Other 2-D Shapes K.G.6 Compose simple shapes to form larger shapes. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects. K.G.5 Model shapes in the world by building shapes from components and drawing shapes. Lesson 13-6: Build 2-D Shapes K.G.5 Model shapes in the world by building shapes from components and drawing shapes. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.G.4 Analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, parts, and other attributes. Lesson 13-7: Build 3-D Shapes K.G.5 Model shapes in the world by building shapes from components and drawing shapes. K.G.6 Compose simple shapes to form larger shapes. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Term 4 Week 3 Mar 30-Apr 2 Topic 5 Classify & Count Data Lessons 1-4	Lesson 5-1: Classify Objects into Categories K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 5-2: Count the Number of Objects in Each Category K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. Lesson 5-3: Sort the Categories by Counting K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. Lesson 5-4: Problem Solving: Critique Reasoning K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.



Term 4 Week 4 April 5-9 Topic 5 Review/Reteach/ Assessment	Topic 5 Review/Reteach/Assessment
Term 4 Weeks 5-9	Savvas Step-Up Lessons 1-10 EOY Assessments *Dates TBD following determination of assessment window.