

2017-18 Math SOL ~~CROSSWALK~~ Pacing Guide
 Kindergarten - Grade
 Quarterly Overview Sheet

1 st Quarter (2016 SOL)	2 nd Quarter (2016 SOL)	3 rd Quarter (2016 SOL)	4 th Quarter (2016 SOL)
<p>Strand: Number and Number Sense</p> <p>K.1 The student will a) tell how many are in a given set of 20 or fewer objects by counting orally; and b) reading, write, and represent numbers from 0 to 20</p> <p>*** Only 0 to 10 in 1st Quarter***</p> <p>K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and b) compare and order the sets from least to greatest and greatest to least.</p> <p>Strands: Patterns, Functions, and Algebra</p> <p>K.12 The student will sort and classify objects according to one attribute</p>	<p>Strand: Number and Number</p> <p>K.1 The student will a) tell how many are in a given set of 20 or fewer objects by counting orally; and b) reading, write, and represent numbers from 0 to 20</p> <p>***0 to 20 in 2nd Quarter***</p> <p>Strand: Measurement and Geometry</p> <p>K.8 The student will investigate the passage of time by reading and interpreting a calendar.</p> <p>K.10 The student will a) identify and describe plane figures (circle, triangle, square, and rectangle); b) compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and c) describe the location of one object relative to another (above, below, next to) and identify representation of plane figures (circle, triangle, square, and rectangle) regardless of their position and orientations in space</p> <p>Strand: Patterns, Functions, and Algebra</p> <p>K.13 The student will identify, describe, extend, create, and transfer repeating patterns.</p>	<p>Strand: Number and Number Sense</p> <p>K.3 The student will a) count forward orally by ones from 0 to 100; b) count backward orally by ones when given any number between 1 and 10;</p> <p>K.4 The student will a) recognize and describe with fluency part-whole relationships for numbers up to 5; and b) investigate and describe part-whole relationships for numbers up to 10.</p> <p>Strand: Measurement and Geometry</p> <p>K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies</p> <p>K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).</p>	<p>Strand: Number and Number Sense</p> <p>K.3 The student will c) identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and d) count forward by tens to determine the total number of objects to 100.</p> <p>K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.</p> <p>Strand: Computation and Estimation</p> <p>K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.</p> <p>Strand: Probability and Statistics</p> <p>K.11 The student will a) collect, organize, and represent data; and b) read and interpret data in object graphs, picture graphs, and tables.</p>