MASTERY VIEW
Predictive Assessments

South Carolina 1st Grade Math Pacing Guide

Note: The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
Composing and Decomposing Numbers Through 10	1.PAFR.1.2 1.PAFR.1.3 1.PAFR.1.4 1.PAFR.1.5 1.NR.1.1 1.NR.2.1	Compose and decompose numbers less than or equal to 20 in more than one way. Record each composition or decomposition as an equation. Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown. Add and subtract number combinations flexibly and accurately within 10. Apply and explain the Commutative Property of Addition to find the sum (through 20) of two addends and explain that the value does not change when the order of the two numbers changes. Read, write, and represent numbers to 100 using concrete models, drawings, standard form, base ten language, and equations in expanded form. Count by ones forward or backward starting at any number up to 120 making accurate decade transitions.
Addition and Subtraction Strategies	1.PAFR.1.1 1.PAFR.1.2 1.PAFR.1.3 1.PAFR.1.4 1.PAFR.1.5 1.PAFR.1.6	Determine and explain if an equation within 10 is true using a variety of equation formats. Compose and decompose numbers less than or equal to 20 in more than one way. Record each composition or decomposition as an equation. Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown. Add and subtract number combinations flexibly and accurately within 10. Apply and explain the Commutative Property of Addition to find the sum (through 20) of two addends and explain that the value does not change when the order of the two numbers changes.

Unit	Standards	Major Topics/Concepts
		Determine an unknown number in addition and subtraction equations within 10.
1st Cumulative Assessment (covering all content to this point)		
Understanding Place Value	1.NR.1.1 1.NR.1.2 1.NR.1.3 1.NR.1.4 1.NR.2.1 1.NR.2.2 1.NR.3.1 1.PAFR.1.4 1.PAFR.1.5 1.PAFR.1.6	Read, write, and represent numbers to 100 using concrete models, drawings, standard form, base ten language, and equations in expanded form. Represent and explain that whole numbers 1 through 99 are organized into groups of tens and ones, and a digit has a different value depending on its placement. Compose and decompose whole numbers from 1 through 99 in more than one way using tens and ones. Explain and demonstrate each composition or decomposition with the use of concrete models, drawings, and/or equations. Apply place value reasoning to identify the number that is one more and one less, ten more, and ten less than a given number with up to two digits. Count by ones forward or backward starting at any number up to 120 making accurate decade transitions. Skip count by fives and tens from any multiple of five to 100, identifying place value patterns in the sequence. Compare representations of two numbers up to 100 using the phrases *is greater than*, *is less than*, or *is equal to* (the same value as). Add and subtract number combinations flexibly and accurately within 10. Apply and explain the Commutative Property of Addition to find the sum (through 20) of two addends and explain that the value does not change when the order of the two numbers changes. Determine an unknown number in addition and subtraction equations within 10.
Applying Place Value Concepts	1.PAFR.1.3 1.PAFR.1.4 1.PAFR.1.5 1.PAFR.1.6 1.PAFR.1.7 1.PAFR.1.8	Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown. Add and subtract number combinations flexibly and accurately within 10. Apply and explain the Commutative Property of Addition to find the sum (through 20) of two addends and explain that the value does not change when the order of the two numbers changes.

Unit	Standards	Major Topics/Concepts
		Determine an unknown number in addition and subtraction equations within 10. Find the sum of a two-digit number and a one-digit number or a two-digit number and a multiple of 10 (1–99) using concrete models, drawings, and strategies that reflect place value understanding, the inverse relationship of addition and subtraction, and the properties of the operations to justify the sum. Find the difference between two numbers that are multiples of 10, both in the range 10–90, and write the corresponding equation. Explain the reasoning used.
Comparisons and Data	1.DPSR.1.1 1.DPSR.1.2 1.PAFR.1.3	Sort pictures or objects into at least three categories (not to exceed 10 items in each category). Create a survey question and collect data with up to three categories. Create charts and graphs with a single unit scale to display the data. Use the graph to draw conclusions. Limit to one-step add-to, take-from, and part-part-whole questions. Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown.
2nd Cumulative Assessment (covering all content to this point)		
Geometry and Equal Shares	1.NR.4.1 1.MGSR.2.1 1.MGSR.2.2 1.MGSR.2.3 1.MGSR.2.4 1.MGSR.2.5 1.PAFR.2.1 1.PAFR.2.2	Partition in multiple ways squares, rectangles, and circles into two or four equal-sized parts. Name the pieces as halves and fourths. Sort a mixed set of polygons and describe the reasoning used while sorting the polygons. Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere. Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere. Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere. Analyze and compare a pair of two-dimensional shapes or a pair of three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.

Unit	Standards	Major Topics/Concepts
		Create, describe, and extend (to the next term) a growing shape pattern. Create, describe, and extend (to three terms within a sequence) repeating patterns using *AB*, *AAB*, *ABB*, and *ABC* type patterns.
Measurement and Data	1.MGSR.1.1 1.MGSR.1.2 1.MGSR.1.3 1.MGSR.1.4 1.MGSR.1.5	Order three objects by length from shortest to longest and longest to shortest using direct comparison. Use nonstandard physical objects to estimate and then measure the length of an item as the number of same size units of length with no gaps or overlaps. Use analog and digital clocks to tell and record time to the hour and half hour. Identify and write the values of a coin or a bill using a ¢ symbol for coin values or $ symbol for bills. Limit to penny, nickel, dime, quarter, one-dollar bill, five-dollar bill, and ten-dollar bill. Count a collection of like coins to determine the total value of the set. Limit to pennies, nickels, and dimes with values not to exceed a dollar.
Final Comprehensive Assessment (covering all content)		