MASTERY VIEW
Predictive Assessments

South Carolina Kindergarten 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
Counting and Cardinality	K.NR.1.1 K.NR.2.1 K.NR.2.2 K.NR.2.3 K.NR.2.4	Read, write, and represent the numerals 0 to 20 and represent the written numeral with concrete models. Count forward by ones and tens to 100 and backward from 10 by ones. Subitize a quantity of up to 10 objects in an organized arrangement without counting, explaining how one grouped the objects within the set to determine the total quantity. Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting. Given a number from 0 to 20, count out that many objects.
Count and Compare	K.NR.3.1	Compare up to 10 objects in one set to another set of up to 10 objects using the phrases more than, fewer than, or the same as.
No assessment recommended at this time		
Composing and Decomposing Numbers	K.NR.1.2 K.PAFR.1.3 K.PAFR.1.4	Compose and decompose numbers from 11 to 19 into tens and ones by using concrete objects, pictorial models, or drawings to demonstrate understanding that the teen numbers are composed of one set of ten ones and a few more ones. Compose and decompose numbers up to 10 in different ways. Record using objects or drawings. Solve add-to/joining, take-from/separating, part-part-whole (total unknown), part-part-whole (both addends unknown) real-world situations to find sums and differences within 10.
Understanding Measurement and Data	K.MGSR.1.1 K.MGSR.1.2 K.DPSR.1.1 K.DPSR.1.2	Identify a penny, nickel, dime, and quarter. Directly compare two objects using words including *shorter*, *longer*, *taller*, *lighter*, and *heavier*. Sort pictures or objects into at least two categories. Count to determine how many are in each category. Limit to 20 pictures or objects. Answer questions about data organized in a t-chart, object graph, or picture graph.

Unit	Standards	Major Topics/Concepts
Patterns and Positions	K.PAFR.2.1 K.MGSR.2.2	Describe, extend, and create (to the next term) simple repeating patterns in the form of AB, AAB, ABB, and ABC. Describe relative positions of objects by appropriately using terms including *below*, *above*, *beside*, *between*, *inside*, *outside*, *in front of*, or *behind*.
Two-Dimensional and Three-Dimensional Geometry	K.MGSR.2.1	Identify and describe the attributes of triangles, squares, rectangles, circles, cubes, and spheres to include everyday situations.
3rd quarter 1st Cumulative Assessment (covering all content to this point)		
Addition and Subtraction	K.PAFR.1.1 K.PAFR.1.2 K.PAFR.1.3 K.PAFR.1.4	Add and subtract number combinations within 5. Create a sum of 10 using objects and drawings when given one of two addends 0–9, to include real-world situations. Compose and decompose numbers up to 10 in different ways. Record using objects or drawings. Solve add-to/joining, take-from/separating, part-part-whole (total unknown), part-part-whole (both addends unknown) real-world situations to find sums and differences within 10.
Final Comprehensive Assessment (covering all content)		