M=Major Content	Kindergarten Proficiency Map 2020-2021		Suggested Pacing # of Weeks
	Beginning of Year Launch	**First Days of Kindergarten Mathematics** Engaging with the Kindergarten Standards for Mathematical Practice	1 Week
Module 1	**Unit 1A Standards** K.CC.A.1 (M) K.CC.A.2 (M) K.CC.A.3 (M) K.CC.B.4 (M) K.CC.B.5 (M) K.MD.B.3	**Counting and Cardinality within 20** (Aligned to Learn Zillion Unit 1 and 2) **Instructional Priority:** In this unit, **time should be spent** developing their **understanding** of the number system, starting with rote counting within 5 and extending it to at least 20 (Review from PK). Counting begins with this unit and students are given many opportunities to practice throughout the year so they can become fluent in the counting sequence, enabling them to focus on the pairings involved when counting objects. Students learn to count a set of up to 10 objects to develop one-to-one correspondence and cardinality. Students connect the last number said with the quantity of the set, rather than the object itself. Students organize objects into lines to count efficiently. More difficult arrangements will be addressed in subsequent units. Students connect written numerals (0 - 10) to quantities of objects arranged in a line. Students extend their understanding of counting and quantity by exploring equivalent sets which differ in arrangement or the order counted. This unit relies on students' **understanding** of the count sequence and one-to-one correspondence and looks ahead to counting other arrangements (array, circular, scattered) and extending the counting sequence.	5 weeks
	Unit 1B Standards K.G.A.1 K.G.A.2 K.G.B.5 *Revisited from Unit 1A:* K.CC.B.5 (M) K.MD.B.3	**Identifying and Describing Shapes** (Aligned to LearnZillion Units 3 and 5) **Instructional Priority:** In this unit, students will count and answer how many objects are in a line or a rectangular array, sort and count objects to identify how many are in a category (Revisit of priority standards from 1A) and find objects in the environment and describe the exact location of the objects using positional words (above, below, beside, etc.) Students will discover that shapes are identified and described by their defining attributes of sides, corners (vertices), edges, and faces. Finally, students will build shapes according to their special (defining) attributes using concrete materials.	4 -5 weeks

Module 2	Unit 2A Standards K.CC.B.4 (M) K.CC.B.4.C (M) K.OA.A.1(M)	**Understanding and Representing Addition within 5** (Aligned to LearnZillion Unit 4) **Instructional Priority:** This unit connects students' experience with counting to joining groups of objects. Students begin by modeling addition situations using concrete models and counting strategies to make sense of adding to and putting together. Students will need strong knowledge of how to represent the numbers 0-5 in multiple ways. They may use their fingers or other representations to keep track of the addends. When possible, teachers are encouraged to use equations to model situations. However, students are not expected to write equations independently until Grade 1.	2-3 weeks
	Unit 2B K.CC.A.1 (M) K.CC.A.2 (M) K.CC.A.3 (M) K.CC.B.5 (M)	**Rote Counting to 50 and Representing Objects up to 20** (Aligned to LearnZillion Unit 7) **Instructional Priority:** Students will extend their work with the counting sequence by counting forward beginning from a given number. Students will expand their knowledge of numbers to include representing the number of objects in writing up to 20. Students will deepen their understanding of one-to-one correspondence by counting to tell the number of objects. Students need to develop a system for ensuring they have counted each object and for keeping track of the objects that have already been counted.	2-3 weeks
	Unit 2C Standards K.MD.A.1 K.MD.A.2	**Describing and Comparing Measurable Attributes** (Aligned to LearnZillion Unit 8) **Instructional Priority:** In this unit, students begin to describe and measure several attributes of objects, such as length, width, height, and weight. These understandings build the foundation for classification of shapes both 2D and 3D as well as build a basic understanding of the components needed for perimeter and area.	2 weeks
	Unit 2D Standards K.CC.C.6 (M) K.CC.C.7 (M)	**Comparing Numbers** (Aligned to LearnZillion Unit 9) **Instructional Priority:** In this unit, students compare numbers between 1 and 10, identifying which of two groups of objects has more than the other or if the two groups have the same number of objects. They use this understanding and the understanding of the counting sequence to compare numbers between 1 and 10 presented as written numerals.	2 weeks

Module 3	**Unit 3A Standards** K.OA.A.1 (M) K.OA.A.2 (M) K.OA.A.3 (M)	**Adding and Subtracting within 5** (Aligned to LearnZillion Unit 6) **Instructional Priority:** In this unit, students begin to form understandings of subtraction as both take apart and take from. Part-part-whole relationships in their contexts will extend their understanding of addition operations and link them to this new learning using subtraction operations. Students are likely to think that decomposition will produce a greater number of total objects. Students decompose, add and subtract numbers to 5 to show conservation of the set is maintained even as the set is split into different pairs.	2-3 weeks
	Unit 3B Standards K.MD.B.3 K.G.A.3 K.G.A.4 K.G.B.5 K.G.B.6	**Classifying and Composing Shapes** (Aligned to LearnZillion Units 11 and 15) **Instructional Priority:** In this unit, students will identify and classify the 2D and 3D shapes by measurable attributes. Students may struggle with misclassifying 3D shapes as 2D shapes based on the face of the 3D shape (for example, they may classify a cube as a square because the face of the cube is a square). Students will discover that 3D shapes are tangible (solid) and 2D shapes are flat. Students will use their knowledge of shape attributes to model and compose shapes. Students will build 2D and 3D shapes based on given defining attributes using a variety of models and materials, (e.g., toothpicks or clay). Students will also begin to understand that shapes can be composed by combining smaller shapes.	4 weeks
	Unit 3C Standards K.OA.A.1 (M) K.OA.2 (M) K.OA.3 (M)	**Understanding Addition and Subtraction within 10** (Aligned to LearnZillion Unit 10) **Instructional Priority:** In this unit, students will extend their understanding of composing and decomposing numbers to include numbers up to 10. Students will understand that numbers can be put together and taken apart in different ways without changing the total. Finally, they will use addition and subtraction to solve real-world problems using objects and/or pictures.	2 weeks

Module 4	**Unit 4A Standards** K.OA.A.4(M)	**Composing 10** (Aligned to LearnZillion Unit 12) **Instructional Priority:** In this unit, students deepen their understanding of 10. They extend their ability to compose and decompose numbers within 10 to focus on specific pairs of numbers that we can add to get exactly 10. Students recognize that the value of ten does not change regardless of how it is composed. Students who have not developed composite reasoning with number will struggle with seeing 10 in a variety of compositions. By composing, decomposing and comparing compositions of ten, students deepen their foundation of number, place value, addition and subtraction and equivalence.	2 weeks
	Unit 4B Standards K.CC.A.1 (M) K.CC.A.2 (M)	**Counting to 100 by 10s and 1s** (Aligned to LearnZillion Unit 13) **Instructional Priority:** In this unit, students will continue their work on the counting sequence to 100 and will be introduced to the pattern of counting by tens. This will be foundational in their understanding that a two-digit number such as 53 is made up of 53 ones or 5 tens and 3 ones. This notion relies heavily on the idea that a ten is both ten ones and a ten.	1-2 weeks
	Unit 4C Standards K.NBT.A.1 (M)	**Developing Foundations of Place Value** (Aligned to LearnZillion Unit 14) **Instructional Priority:** In this unit students will discover the pattern of our base ten number system and how the teen numbers 11-19 are composed of ten ones and some more ones. This builds on students' understanding of composing ten and counting to 100. Students may struggle with the understanding that the numbers 11-19 are not each a separate unit but a continuation of the counting base-ten pattern where the ten is nested in the numbers 11-19.	2 weeks
	Unit 4D Standards K.OA.A.5	**Solving Problems and Demonstrating Fluency within 5** (Aligned to LearnZillion Unit 16) **Instructional Priority:** In this unit, students use the strategies they have learned for composing and decomposing numbers to solve addition and subtraction problems. Students will also learn that different strategies will lead to the same solution. A conceptual challenge students may encounter is interpreting addition and subtraction in more than one way. Students should also understand that sums and differences stay the same regardless of the strategy used.	2 weeks