

M=Major Content	Pre-Kindergarten Proficiency Map 2020-2021		Suggested Pacing # of Weeks
Module <b>1</b>	<b>Unit 1A Standards</b> PK.MD.B.3 (M) PK.MD.B.4 (M)	<b>First Days of Pre-Kindergarten Mathematics-Sorting</b> <b>Instructional Priority:</b> Pre-K students sort and classify objects, developing their skills with identifying ways objects are alike and different. They will look at objects in discriminating ways and talk about their attributes, or characteristics. This builds student's skills at observing, comparing, and classifying. In pre-k it makes sense to keep these sorting activities limited to five or fewer objects in each group so as not to overwhelm students with too many objects to sort. During these learning experiences students will engage with the Standards for Mathematical Practice as related to sorting.	2 weeks
	<b>Unit 1B Standards</b> PK.CC.A.1 (M) PK.CC.A.3 (M) PK.CC.A.4 (M) PK.CC.B.4 (M) PK.CC.B.4a (M) PK.CC.B.4b (M)	<b>Counting and Cardinality Within 5</b> <b>Instructional Priority:</b> In this unit, <b>time should be spent</b> developing their <b>understanding</b> of the number system, starting with rote counting within 5 and extending it to at least 10 . 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' <b>understanding</b> of the count sequence and one-to-one correspondence and looks ahead to counting other arrangements.	3 weeks
	<b>Unit 1C Standards</b> PK.CC.A.4 (M) PK.CC.A.5 (M)	<b>Subitizing and Producing Sets</b> <b>Instructional Priority:</b> In Unit 1C, 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.	4 weeks

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2	<b>Unit 2A Standards</b> PK.CC.C.6 (M) PK.MD.B.4 (M) PK.CC.A.3 (M) PK.CC.B.4b(M) PK.CC.B.4c(M)	<b>Comparing Within 5</b> PK.CC.C.6, PK.MD.B.4 By the end of "Comparing within 5" students will... 1. Compare groups of objects up to 5 2. Communicate the comparisons by using the math vocabulary of greater than/more, less than, and equal to/same	12 Days
	<b>Unit 2B Standards</b> PK.CC.A.1 (M) PK.CC.A.2 (M) PK.CC.A.3 (M) PK.CC.B.4.b (M)	<b>Counting on to 10 (to mastery)</b> PK.CC.A.1, PK.CC.A.2, PK.CC.A.3, PK.CC.B.4.B, PK.CC.B.4c By the end of "Counting on to 10" students will... 1. Understand that a numeral represents a quantity 2. Verbally count to 10 3. Identify the number that comes just before and just after a number	25 Days
	<b>Unit 2C Standards</b> PK.CC.C.6 (M) PK.MD.B.4 (M) PK.CC.A.3 (M) PK.CC.B.4b(M) PK.CC.B.4c(M)	<b>Comparing Within 10</b> PK.CC.C.6, PK.MD.B.4 By the end of "Comparing within 10" students will... 3. Compare groups of objects up to 10 4. Communicate the comparisons by using the math vocabulary of greater than/more, less than, and equal to/same	10 Days
3	<b>Unit 3A Standards</b> PK.MD.A.1 PK.MD.A.2 PK.MD.B.3 PK.MD.B.4	<b>Non-Standard Measurement</b> PK.MD.A.1, PK.MD.A.2, PK.MD.B.3, PK.MD.B.4 By the end of "Non-Standard Measurement" students will... 1. Communicate using vocabulary words to describe attributes of an object 2. Compare objects with a measurable attribute	10 Days
	<b>Unit 3B Standards</b> PK.G.A.1 PK.G.A.2 PK.MD.B.3	<b>2D Shapes</b> PK.G.A.1, PK.G.A.2 By the end of "2D Shapes" students will... 1. Identify 2D shapes 2. Communicate the attributes of 2D shapes 3. Sort and match 2D shapes	10 Days
	<b>Unit 3C Standards</b> PK.G.B.3 PK.G.B.4 PK.G.B.5	<b>3D Shapes</b> PK.G.B.3, PK.G.B.4, PK.G.B.5 By the end of "3D Shapes" students will... 1. Identify 3D shapes 2. Sort and match 3D shapes 3. Identify 3D shapes in the real world 4. Compose a structure using 3D shapes	10 Days

		5. Communicate attributes of a 3D shape	
	<b>Unit 3D Standards</b> PK.OA.A.2 (M)	<b>Decomposing within 5 (concrete and representations only, symbolic in Module 4)</b> PK.OA.A.2 By the end of "Decomposing within 5" students will... 1. Break apart a number into several ways 2. Communicate how a number can be represented	17 Days

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<b>4</b>	<b>Unit 4A Standards</b> PK.OA.A.1 (M) PK.OA.A.2 (M) PK.OA.A.3 (M)	<b>Conceptual Understanding of Addition and Subtraction (add to and take from)</b> PK.OA.A.1, PK.OA.A.2, PK.OA.A.3 By the end of "Conceptual Understanding of Addition & Subtraction" students will... 1. Represent simple addition & subtraction problems 2. Understand that numbers can be added together or broken apart 3. Determine the number that must be added to make a number	32 Days
	<b>Unit 4B Standards</b> PK.CC.A.1 (M) PK.CC.A.2 (M) PK.CC.A.3 (M) PK.CC.B.4.b (M) PK.CC.B.4.c (M)	<b>Finalizing Counting to 20 and Quantities to 10</b> PK.CC.A.1, PK.CC.A.2, PK.CC.A.3, PK.CC.B.4b, PK.CC.B.4c By the end of "Finalizing Counting to 20 and Quantities to 10" students will... 1. Recognize the number that comes before and after a given number 2. Count to 20 3. Communicate what numbers convey	10 Days