KINDERGARTEN (GO MATH)

4th Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
1. Count to 100 by ones and by tens. [K.CC.1]				
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K.CC.2]				
4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K.CC.4] • *When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.* • *Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.* • *Understand that each successive number name refers to a quantity that is one larger.*				
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) [K.CC.6]				
13. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. [K.NBT.1]				
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K.CC.3]				
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. [K.CC.5]				
20. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities,				

differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). [K.G.4]				
18. Correctly name shapes regardless of their orientations or overall size. [K.G.2]				
10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [K.OA.3]				
22. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" [K.G.6]				
17. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. [K.G.1]				
19. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). [K.G.3]				
14. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. [K.MD.1]				
15. Directly compare two objects with a measureable attribute in common, to see which objects has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. [K.MD.2]				
7. Compare two numbers between 1 and 10 presented as written numerals. [K.CC.7]				
16. Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) [K.MD.3]				
12. Fluently add and subtract within 5. [K.OA.5]				
8 . Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [K.OA.1]				
9. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.2				