

Math 1 Pacing Guide

This Pacing Guide was revised in June 2017.

Chapters referenced are from old adopted text, Pearson: EnVision Math.

SOL #	Standards	Textbook
First Quarter		
1.9b	b) The student will investigate the passage of time (days, weeks, months) and read and interpret a calendar	15-5
1.3	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth	10-7
1.7a	a) The student will recognize and describe with fluency part-whole relationships for numbers up to 10	5-1 through 5-5
1.7b	b) The student will demonstrate fluency with addition and subtraction within 10	3-1 through 3-7 and 4-1 through 4-8
1.15	The student will demonstrate an understanding of equality through the use of the equal symbol	supplement
1.1a	a) The student will count forward orally by ones to 30, starting at any number between 0 and 30	1-1 through 1-6, 10-1 and 10-2
1.1b	b) The student will write the numerals 0 to 30 in sequence and out-of-sequence	1-1 through 1-6, 10-1 and 10-2
1.1c	c) The student will count backward orally by ones when given any number between 1 and 30	1-1 through 1-6, 10-1 and 10-2
Second Quarter		
1.2a	a) The student, given up to 110 objects, will group a collection into tens and ones and write the corresponding numeral	11-1 through 11-6
1.2b	b) The student, given up to 110 objects, will compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to	1-1 through 1-6, 10-1 and 10-2
1.2c	c) The student, given up to 110 objects, will order three or fewer sets from least to greatest and greatest to least.	1-1 through 1-6, 10-1 and 10-2
1.1a	a) The student will count forward orally by ones to 110, starting at any number between 0 and 110	10-1 through 10-3
1.1b	b) The student will write the numerals 0 to 110 in sequence and out-of-sequence	10-1 through 10-3
1.1d	d) The student will count forward orally by ones, fives, and tens to determine the total number of objects to 110	10-1 through 10-3

1.11a	a) The student will identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles	8-1, 8-2 and 8-10
1.11b	b) The student will identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning	8-1, 8-2 and 8-10
1.13	The student will sort and classify concrete objects according to one or two attributes	8-1, 8-2 and 8-10
1.14	The student will identify, describe, extend, create, and transfer growing and repeating patterns	9-1 through 9-4
Third Quarter		
1.12a	a) The student will collect, organize, and represent various forms of data using tables, picture graphs, and object graphs	18-1 through 18-3 and 18-5 through 18-8
1.12b	b) The student will read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to	18-1 through 18-3 and 18-5 through 18-8
1.7a	a) The student will recognize and describe with fluency part-whole relationships for numbers up to 10	5-1 through 5-5
1.7b	b) The student will demonstrate fluency with addition and subtraction within 10	3-1 through 3-7 and 4-1 through 4-8
1.6	The student will create and solve single-step story and picture problems using addition and subtraction within 20	supplement
1.15	The student will demonstrate an understanding of equality through the use of the equal symbol	supplement
1.8	The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less	13-1 and 13-2
1.5a	a) The student will select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500)	supplement
1.5b	b) The student will explain the reasonableness of the choice	supplement
1.9a	a) The student will investigate the passage of time and tell time to the hour and half-hour, using analog and digital clocks	15-1 through 15-3
1.9b	b) The student will investigate the passage of time and read and interpret a calendar (schedules, determining a day or date, etc.)	15-4 through 15-6
Fourth Quarter		
1.4a	a) The student will represent and solve practical problems involving equal sharing with two or four sharers	19-1 through 19-5
1.4b	b) The student will represent and name fractions for halves and fourths, using models	19-1 through 19-5

1.1a	a) The student will count forward orally by ones to 110, starting at any number between 0 and 110	1-1 through 1-6, 10-1 and 10-2
1.1b	b) The student will write the numerals 0 to 110 in sequence and out-of-sequence	1-1 through 1-6, 10-1 and 10-2
1.1c	c) The student will count backward orally by ones when given any number between 1 and 30	1-1 through 1-6, 10-1 and 10-2
1.1d	d) The student will count forward orally by ones, twos , fives, and tens to determine the total number of objects to 110	10-4, 10-5, 10-8 and 10-9
1.10	The student will use nonstandard units to measure and compare length, weight, and volume	14-1 through 14-3, 14-7 and 14-10
1.5a	a) The student will select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500)	supplement
1.5b	b) The student will explain the reasonableness of the choice	supplement
1.15	The student will demonstrate an understanding of equality through the use of the equal symbol	supplement