2021-2022 1st Grade CIP & BIM Alignment and Pacing Document

**** means there are things to consider when aligning the BIM math lesson to the SOL**

Pacing	SOL(s)	BIM Lesson(s)	Vertical Alignment
Q1 Weeks 1-3	1.11a TSW identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to sides, vertices, and angles. 1.11b TSW identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning. 1.13 TSW sort and classify concrete objects according to attributes.	*Lesson 13.2: Describe Two-Dimensional Shapes **The text introduces the hexagon, trapezoid, and rhombus. Students only need to work with circles, squares, rectangles, and triangles.	*Kindergarten identified, compared the size, and compared the shape of circles, triangles, squares, and rectangles. *Kindergarten sorted and classified according to only one attribute.
Q1 Week 4-6	1.1a TSW count forward orally by ones to 30. 1.1b TSW write the numerals 0 to 30 in sequence and out-of-sequence. 1.1c TSW count backward from 20. 1.1d TSW count forward orally by fives to 50, and by tens to 110. 1.2a TSW, given up to 30 objects, group a collection into tens and ones and write the corresponding numeral. 1.2b TSW, given up to 30 objects, compare two numbers between 0 and 30 represented pictorially or with concrete objects, using the words “greater than”, “less than”, or “equal to”. 1.2c TSW, given up to 30 objects, order three or fewer sets from least to greatest and greatest to least.	*Lesson 6.1: Count to 120 by Ones *Lesson 6.2: Count to 120 by Tens **The text has students count to 120; however, students are only required to count to 110. *Lesson 6.3: Compose Numbers 11 to 19 *Lesson 6.4: Tens *Lesson 6.5: Tens and Ones *Lesson 6.6: Make Quick Sketches *Lesson 6.7: Understand Place Value *Lesson 6.8: Write Numbers in Different Ways *Lesson 7.1: Compare Numbers 11 to 19 *Lesson 7.2: Compare Numbers	*Kindergarten orally counted forward to 100 by ones only. *Kindergarten wrote numbers from 0 through 20. *Kindergarten orally counted objects by tens to 100. *Kindergarten orally counted backwards from 10. *Kindergarten compared sets of 10 or fewer concrete objects.
Q1 Week 7	1.14 TSW identify, describe, extend, create, and transfer growing and **repeating patterns**. 1.3 TSW, given an ordered set of ten objects and/or pictures, indicate the ordinal position of each object, first through tenth.	n/a	*Kindergarten only worked with repeated patterns. *Ordinal numbers is new material for 1st grade
Q1	1.6 TSW create and solve single-step story and	*Lesson 1.1: Addition: *Add To*	*Kindergarten demonstrated

Weeks 8-9	picture problems using **addition** within 20. 1.7a TSW recognize and describe with fluency part-whole relationships for numbers up to 10. 1.7b TSW demonstrate fluency with **addition** within 10.	*Lesson 1.2: Solve *Add To* Problems *Lesson 1.3: Solve *Put Together* Problems *Lesson 1.4: Solve *Put Together* Problems with Both Addends Unknown *Lesson 2.1: Add 0 *Lesson 2.4: Add Doubles from 1 to 5 *Lesson 2.6: Add in Any Order *Lesson 2.7: Count On to Add *Lesson 4.1: Add Doubles from 6 to 10 *Lesson 4.2: Use Doubles within 20 *Lesson 4.3: Count On to Add within 20 *Lesson 4.6: Add 9 *Lesson 4.7: Make a 10 to Add *Lesson 4.8: Problem Solving: Addition within 20	fluency with part-whole relationships for numbers up to 5. *Kindergarten worked with part-whole relationships for numbers up to 10. *Kindergarten solved single-step story and picture problems within 10, using concrete objects.
Week 10	Q1 Benchmark (Math Quarterly Assessment)		
Q2 Weeks 11-14	1.1a TSW count forward orally by ones to 50. 1.1b TSW write the numerals 0 to 50 in sequence and out-of-sequence. 1.1c TSW count backward orally from 30. 1.1d TSW count forward orally by twos to 20, and by fives to 110. 1.6 TSW create and solve single-step story and picture problems using **subtraction** within 20. 1.7a TSW recognize and describe with fluency part-whole relationships for numbers up to 10. 1.7b TSW demonstrate fluency with **subtraction** within 10.	*Lesson 1.5: Solve *Take From* Problems *Lesson 1.6: Solve *Compare* Problems: More *Lesson 1.7: Solve *Compare* Problems: Fewer *Lesson 1.8: Solve *Add To* Problems with Change Unknown *Lesson 1.9: Connect *Put Together* and *Take Apart* Problems *Lesson 2.2: Subtract 0 and Subtract All *Lesson 2.3: Add and Subtract 1 *Lesson 2.5: Use Doubles *Lesson 2.8: Count Back to Subtract *Lesson 2.9: Use Addition to Subtract *Chapter 3 (all lessons) *Lesson 5.1: Count Back to Subtract within 20 *Lesson 5.2: Use Addition to Subtract within 20 *Lesson 5.3: Subtract 9 *Lesson 5.4: Get to 10 to Subtract *Lesson 5.7: Problem Solving: Subtraction within 20	*Continued from week 4. *Kindergarten demonstrated fluency with part-whole relationships for numbers up to 5. *Kindergarten worked with part-whole relationships for numbers up to 10. *Kindergarten solved single-step story and picture problems within 10, using concrete objects.
Q2 Weeks 15-16	1.2a TSW, given up to 50 objects, group a collection into tens and ones and write the corresponding numeral.	*Lesson 6.4: Tens *Lesson 6.5: Tens and Ones *Lesson 6.6: Make Quick Sketches	*Continued from weeks 5-6.

	1.2b TSW, given up to 50 objects, compare two numbers between 0 and 50 represented pictorially or with concrete objects, using the words “greater than”, “less than”, or “equal to”. 1.2c TSW, given up to 50 objects, order three or fewer sets from least to greatest and greatest to least.	*Lesson 6.7: Understand Place Value *Lesson 6.8: Write Numbers in Different Ways *Lesson 7.2: Compare Numbers	
Q2 Week 17	1.15 TSW demonstrate an understanding of equality through the use of the equal symbol.	*Lesson 5.5: More True or False Equations *Lesson 5.6: Make True Equations	*All new content for 1st grade.
Q2 Week 18	1.5a TSW, given a familiar problem situation involving magnitude, select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (ex: 5, 50, 500). 1.5b TSW, given a familiar problem situation involving magnitude, explain the reasonableness of the choice.	n/a	*All new content for 1st grade.
Weeks 19	Q2 Benchmark (Math Quarterly Assessment)		
Q3 Weeks 20-22	1.1a TSW count forward orally by ones to 110. 1.1b TSW write the numerals 0 to 110 in sequence and out-of-sequence. 1.1c TSW count backward orally by ones when given any number between 1 and 30. 1.1d TSW count forward orally by twos to 50. 1.2a TSW, given up to 110 objects, group a collection into tens and ones and write the corresponding numeral. 1.2b TSW, given up to110 objects, compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words “greater than”, “less than”, or “equal to”. 1.2c TSW, given up to 110 objects, order three or fewer sets from least to greatest and greatest to least.	*Lesson 6.4: Tens *Lesson 6.5: Tens and Ones *Lesson 6.6: Make Quick Sketches *Lesson 6.7: Understand Place Value *Lesson 6.8: Write Numbers in Different Ways *Lesson 7.2: Compare Numbers	*Continued from week 11. *Continued from weeks 15-16.

Q3 Week 23	1.14 TSW identify, describe, extend, create, and transfer **growing** and repeating patterns**.**	n/a	*All new content for 1st grade.
Q3 Weeks 24-25	1.10 TSW use nonstandard units to measure and compare length, weight, and volume.	*Lesson 10.1: Order Objects by Length *Lesson 10.2: Compare Lengths Indirectly *Lesson 10.3: Measure Lengths **The text does not include measuring and comparing weight and volume.	*Kindergarten compared two objects with vocabulary words according to attributes (“longer or shorter”, “taller” or “shorter”, “heavier” or “lighter”, and “more” or “less”).
Q3 Weeks 26-27	1.9a TSW investigate the passage of time and tell time to the hour and half-hour using analog and digital clocks.	*Chapter 12 (all lessons)	*Kindergarten compared two events with vocabulary words according to attributes (“longer or shorter”). *Clocks will be new content for kindergarten.
Week 28	Q3 Benchmark (Math Quarterly Assessment)		
Q4 Week 29-31	1.1a TSW count forward orally by ones to 110, starting at any number between 0 and 110. 1.1b TSW write the numerals 0 to 110 in sequence and out-of-sequence. 1.1c TSW count backward orally by ones when given any number between 1 and 30. 1.1d TSW count forward orally by twos to 110, and determine the total number of objects to 110. 1.8 TSW determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.	n/a	*Continued from weeks 21-22. *Kindergarten recognized pennies, nickels, dimes, and quarters. *Kindergarten identified the number of pennies equivalent to a nickel, a dime, and a quarter.
Q4 Weeks 32-33	1.4a TSW represent and solve practical problems involving equal sharing of two or four sharers. 1.4b TSW represent and name fractions for halves and fourths, using models.	*Chapter 14 (all lessons)	*Kindergarten investigated equal sharing with two sharers.
Q4 Weeks 34-35	1.12a TSW collect, organize, and represent various forms of data using tables, picture graphs, and object graphs.	*Lesson 11.1: Sort and Organize Data *Lesson 11.2: Read and Interpret Picture Graphs	*Kindergarten collected and organized objects to make object graphs.

	1.12b TSW read and interpret data displayed in tables, pictures graphs, and object graphs, using the vocabulary “more”, “less”, “fewer”, “greater than”, “less than”, and “equal to”.		*Kindergarten read object graphs, picture graphs, and tables.
Q4 Weeks 36-37	1.9b TSW investigate the passage of time and read and interpret a calendar.	n/a	*Kindergarten compared two objects with vocabulary words according to attributes (“longer or shorter”, “taller” or “shorter”). *Kindergarten named the 12 months of the year, 7 days of the week, and before/after days (“yesterday”, “today”, “tomorrow”).
Week 38	Q4 Cumulative Benchmark (Math End-of-Year Assessment)		
Week 39			