Pacing Guide

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Lesson	Mathematics Standards, Grade 1	Pacing
Unit 1 WAYS TO ADD AND SUBTRACT		
Module 1: Addition Strategies		
Lesson 1.1 Represent Addition	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 1.2 Count On	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	2 days
Lesson 1.3 Add 10 and More	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Lesson 1.4 Make a 10 to Add	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	2 days
Lesson 1.5 Add Doubles	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Lesson 1.6 Use Known Sums to Add	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day

Major
Supporting
Additional

In addition to the core instructional pacing, HMH recommends the following:
- 3 days per year for the HMH Into Math Growth Measure powered by Math Inventory
- 2 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 1 day per unit for the Performance Task

Using these recommendations, the total pacing for Grade 1 is 162 days.

Lesson	Mathematics Standards, Grade 1	Pacing
Lesson 1.7 Choose a Strategy to Add	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	2 days
Module 2: Subtraction Strategies		
Lesson 2.1 Represent Subtraction	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 2.2 Count Back	■ Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	2 days
Lesson 2.3 Count On to Subtract	■ Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1 day
Lesson 2.4 Add to Subtract	■ Understand subtraction as an unknown-addend problem. ■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). ■ Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	1 day
Lesson 2.5 Use 10 to Subtract	■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	2 days

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Lesson	Mathematics Standards, Grade 1	Pacing
Module 2: Subtraction Strategies		
Lesson 2.6 Choose a Strategy to Subtract	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	2 days
Module 3: Properties of Operations		
Lesson 3.1 Represent Addition in Any Order	■ Apply properties of operations as strategies to add and subtract.	1 day
Lesson 3.2 Add in Any Order	■ Apply properties of operations as strategies to add and subtract.	1 day
Lesson 3.3 Represent Addition of 3 Numbers	■ Apply properties of operations as strategies to add and subtract. ■ Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 3.4 Add 3 Numbers	■ Apply properties of operations as strategies to add and subtract. ■ Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 3.5 Add 3 Numbers to Solve Problems	■ Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ■ Apply properties of operations as strategies to add and subtract.	1 day
Lesson 3.6 Determine Equal and Not Equal	■ Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	1 day
Lesson 3.7 Develop Fluency in Addition	■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day

■ Major ☐ Supporting ○ Additional

Lesson	Mathematics Standards, Grade 1	Pacing
Module 4: Apply the Addition and Subtraction Relationship		
Lesson 4.1 Think Addition to Subtract	■ Understand subtraction as an unknown-addend problem. ■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). ■ Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	2 days
Lesson 4.2 Represent Related Facts	■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Lesson 4.3 Identify Related Facts	■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Lesson 4.4 Use Addition to Check Subtraction	■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Lesson 4.5 Use Subtraction to Find an Unknown Addend	■ Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	1 day
Lesson 4.6 Solve for the Unknown Addend	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ■ Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	1 day

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Lesson	Mathematics Standards, Grade 1	Pacing
Module 4: Apply the Addition and Subtraction Relationship		
Lesson 4.7 Develop Fluency in Subtraction	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Unit 2 ADDITION AND SUBTRACTION SITUATIONS AND DATA		
Module 5: Understand Add To and Take From Problems		
Lesson 5.1 Represent Result Unknown Problems with Objects and Drawings	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 5.2 Represent Change Unknown Problems with Objects and Drawings	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 5.3 Represent Start Unknown Problems with Objects and Drawings	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 5.4 Solve Add To and Take From Problems	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Module 6: Understand Put Together and Take Apart Problems		
Lesson 6.1 Represent Total Unknown Problems with Objects and Drawings	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 6.2 Represent Both Addends Unknown Problems with Objects and Drawings	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day

Lesson	Mathematics Standards, Grade 1	Pacing
Lesson 6.3 Represent Addend Unknown Problems with Objects and Drawings	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 6.4 Represent Total Unknown Problems with a Visual Model	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Lesson 6.5 Represent Addend Unknown and Both Addends Unknown Problems with a Visual Model	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Lesson 6.6 Solve Put Together and Take Apart Problems	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all position, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 6.7 Solve Addition and Subtraction Problems	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Module 7: Understand Compare Problems		
Lesson 7.1 Represent Difference Unknown Problems with Objects and Drawings	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 7.2 Represent Bigger Unknown Problems with Objects and Drawings	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 7.3 Represent Smaller Unknown Problems with Objects and Drawings	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day

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Lesson	Mathematics Standards, Grade 1	Pacing
Module 7: Understand Compare Problems		
Lesson 7.4 Represent Difference Unknown Problems with a Visual Model	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Lesson 7.5 Represent Bigger Unknown and Smaller Unknown Problems with a Visual Model	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Lesson 7.6 Use Strategies to Solve Compare Problems	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1 day
Lesson 7.7 Solve Addition and Subtraction Situations	■ Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2 days
Module 8: Data		
Lesson 8.1 Interpret Picture Graphs	☐ Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day
Lesson 8.2 Represent Data with Picture Graphs	☐ Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day
Lesson 8.3 Interpret Tally Charts	☐ Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day
Lesson 8.4 Represent Data with Tally Charts	☐ Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day
Lesson 8.5 Interpret Bar Graphs	☐ Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day
Lesson 8.6 Represent Data with Bar Graphs	☐ Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day

■ Major ☐ Supporting ○ Additional

Lesson		Mathematics Standards, Grade 1	Pacing
Lesson 8.7 Use Data to Solve Problems	☐	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1 day
Unit 3 NUMBERS TO 120			
Module 9: Understand Place Value			
Lesson 9.1 Make Ten and Ones	■	10 can be thought of as a bundle of ten ones—called a "ten."	1 day
	■	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	
Lesson 9.2 Understand Ten and Ones	■	10 can be thought of as a bundle of ten ones—called a "ten."	1 day
	■	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	
Lesson 9.3 Make Tens	■	10 can be thought of as a bundle of ten ones—called a "ten."	1 day
	■	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
Module 10: Count and Represent Numbers			
Lesson 10.1 Count to 120	■	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1 day
Lesson 10.2 Represent Numbers as Tens and Ones with Objects	■	Understand that the two digits of a two-digit number represent amounts of tens and ones.	1 day
Lesson 10.3 Represent Numbers as Tens and Ones with Drawings	■	Understand that the two digits of a two-digit number represent amounts of tens and ones.	1 day
Lesson 10.4 Decompose Numbers in Different Ways	■	10 can be thought of as a bundle of ten ones—called a "ten."	2 days
Lesson 10.5 Represent, Read, and Write Numbers from 100 to 110	■	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1 day
Lesson 10.6 Represent, Read, and Write Numbers from 110 to 120	■	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1 day

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Lesson	Mathematics Standards, Grade 1	Pacing
Module 11: Compare Numbers		
Lesson 11.1 Understand Greater Than	■ Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	1 day
Lesson 11.2 Understand Less Than	■ Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	1 day
Lesson 11.3 Use Symbols to Compare	■ Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. ■ Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	1 day
Lesson 11.4 Compare Numbers	■ Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	2 days

Lesson	Mathematics Standards, Grade 1	Pacing
Unit 4 ADDITION AND SUBTRACTION IN BASE TEN		
Module 12: Understand Addition and Subtraction with Tens and Ones		
Lesson 12.1 Represent Adding Tens	■ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1 day
Lesson 12.2 Represent Subtracting Tens	■ Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1 day
Lesson 12.3 Add or Subtract Tens	■ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. ■ Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1 day
Lesson 12.4 Use a Hundred Chart to Add	■ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1 day
Lesson 12.5 Represent Addition with Tens and Ones	■ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1 day

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Module 12: Understand Addition and Subtraction with Tens and Ones		
Lesson 12.6 Represent Make Ten to Add	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	2 days
Lesson 12.7 Represent Make Ten to Add with a Visual Model	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1 day
Lesson 12.8 Use Mental Math to Find 10 Less and 10 More	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1 day
Module 13 Two-Digit Addition and Subtraction		
Lesson 13.1 Use a Hundred Chart to Show Two-Digit Addition and Subtraction	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1 day
Lesson 13.2 Understand and Explain Place Value Addition	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1 day

Lesson	Mathematics Standards, Grade 1	Pacing
Lesson 13.3 Understand and Explain Place Value Subtraction	■ Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1 day
Lesson 13.4 Solve Two-Digit Addition and Subtraction Problems	■ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. ■ Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1 day
Lesson 13.5 Practice Facts to 20	■ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 + 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	1 day
Lesson 13.6 Practice Two-Digit Addition and Subtraction	■ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. ■ Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1 day

Pacing Guide

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Lesson	Mathematics Standards, Grade 1	Pacing
Unit 5 GEOMETRY		
Module 14: Three-Dimensional Shapes		
Lesson 14.1 Describe and Draw Three-Dimensional Shapes	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	2 days
Lesson 14.2 Compose Three-Dimensional Shapes	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1 day
Lesson 14.3 Make New Three-Dimensional Shapes	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1 day
Module 15: Two-Dimensional Shapes		
Lesson 15.1 Sort Two-Dimensional Shapes by Attribute	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1 day
Lesson 15.2 Describe and Draw Two-Dimensional Shapes	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1 day
Lesson 15.3 Compose Two-Dimensional Shapes	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1 day
Lesson 15.4 Identify Composed Shapes	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1 day
Lesson 15.5 Make New Two-Dimensional Shapes	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1 day

Major Supporting Additional

Lesson	Mathematics Standards, Grade 1	Pacing
Module 16: Fraction Foundations		
Lesson 16.1 Take Apart Two-Dimensional Shapes	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters*, and use the phrases *half of, fourth of,* and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1 day
Lesson 16.2 Identify Equal or Unequal Shares	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1 day
Lesson 16.3 Partition Shapes into Halves	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1 day
Lesson 16.4 Partition Shapes into Fourths	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters,* and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1 day

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Lesson	Mathematics Standards, Grade 1	Pacing
Unit 6 MEASUREMENT		
Module 17: Measure Length		
Lesson 17.1 Order Length	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1 day
Lesson 17.2 Use Indirect Measurement to Compare Length	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1 day
Lesson 17.3 Use Nonstandard Units to Measure Length	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	1 day
Lesson 17.4 Make a Nonstandard Measuring Tool	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	1 day
Module 18: Measure Time		
Lesson 18.1 Understand Time to the Hour	Tell and write time in hours and half-hours using analog and digital clocks.	1 day
Lesson 18.2 Understand Time to the Half Hour	Tell and write time in hours and half-hours using analog and digital clocks.	1 day
Lesson 18.3 Tell Time to the Hour and Half Hour	Tell and write time in hours and half-hours using analog and digital clocks.	1 day
Lesson 18.4 Practice Time to the Hour and Half Hour	Tell and write time in hours and half-hours using analog and digital clocks.	1 day