



HPS Math Expressions "Short Form" Pacing Guide Grade 1

Updated June 2022

First Grade Math Expressions Pacing Guide (TE 118)

[Link to Check off document and details](#)

Marking period 1

- Start Daily Routine
- Introduce the math book, resources, online tools and resources
- [Review Delta Proficiency Skills](#) Delta screener September, January and May (only if a student has not passed all skills in September or January)
- Review Mathematical Practices
- Start [2nd Math subtraction](#) 6 seconds beginning (<10). 6 second addition will be next, then 3 second subtraction (<10) and 3 second addition - if complete, All subtraction
- It is important that the initial unit assessments take place within the unit window and are recorded by the given date.
- Reteaching and reassessment will continue to occur, but the common times allow for data analysis and determination of next steps and needed resources.

Unit 1: Partners and Number Patterns Through 10
Test by end of September

Unit 2: Addition and Subtraction Strategies
Test prior by end of October

Unit 3: Unknown Numbers in Addition & Subtraction
Begin Mk. 1 (RC comment if not done), finish Mk 2

Marking period 2

Unit 4: Place Value Concepts
Test by end of January
Note: if you haven't already, begin filling in skills from L8

Unit 5: Place Value Situations
Test prior to beginning of March

Unit 6: Comparisons and Data
Begin Mk. 2 (RC comment if not done), finish Mk 3
Note: you may be able to cover some of this in science

Marking period 3

Unit 7: Geometry, Measurement, and Equal Shares
Test prior to mid May
Note: you may be able to cover some of this in science

SKIP
Unit 8: Two-Digit Addition

May/June
Reteach and Review based on Student Data
Retest and update report card where needed

Delta for all students who have not benchmarked ALL skills on each screener

- Test-up: give the 2nd grade Delta Screener which covers first grade skills (Feb ALL, and May)
- "Regular" Delta screener (1st grade covering Kdg grade skills)

Super important!! By the end of 1st grade, students need to know, with fluency and automaticity, the addition and subtraction facts within ten.

Unit Assessments: Use the assessments [in the student workbooks](#) - record on EDW

[Link to First Grade unit assessment grading documents](#) - **USE!**

* (may choose to pilot the online assessments for the initial assessment or the retest)

*To retest: use form A in the teacher assessment book

*To practice/review: use Form B in the teacher assessment book or the online assessment

Reminder - prior to beginning the unit, take the assessment yourself to remind yourself of the unit demonstration outcomes.

Math Expressions Pacing Guide California

**Matthew Militello, Sharon F.
Rallis, Ellen B. Goldring**



Math Expressions Pacing Guide California:

Year/Glance Pacing Chrt Gr2 CA Math 02 HSP,2001 *Leading With Inquiry and Action* Matthew Militello, Sharon F. Rallis, Ellen B. Goldring, 2009-07-23 This essential guide for educational leaders skillfully blends scholarship with practice and integrates theory with real world examples Through case studies the authors show the reader how to develop support and improve a collaborative inquiry action process for improving teaching and learning If we are going to have schools that successfully educate all students to high standards then we need principals who translate the lessons of this book into practice Andrew Lachman Executive Director Connecticut Center for School Change Enhance learning with a collaborative inquiry based system of leadership With sociopolitical forces prompting calls for school improvement school leaders look for ways to expand their expertise in instructional leadership and strengthen their role in shaping classroom practice *Leading With Inquiry and Action* presents a systematic ongoing process for collecting information making decisions and taking action to improve instruction and raise student achievement The authors illustrate this collaborative inquiry action cycle with a running vignette of an experienced principal and offer questions and exercises to guide individual reflection and group discussion Thoroughly grounded in research this book helps administrators Identify areas for instructional improvement Determine community supported solutions and build stakeholder commitment Articulate an action plan based on multiple data sources Take steps that support teacher development Systematically evaluate program results Educational improvement requires informed leadership This practical guide provides an efficient and functional framework for transforming current or aspiring principals into inquiry minded action oriented instructional leaders

Year/Glance Pacing Chrt Gr1 CA Math 02 HSP,2001 *The 15-Day Challenge* Maria Nielson, 2024-02-13 Get to the heart of essential PLC work when you implement the 15 day challenge for unit planning and design This book offers a step by step process for collaborative teams that builds on the three big ideas and four critical questions of a PLC at Work In each chapter you ll find practical actions for how to support all students in mastering essential learning standards This book will help K 12 collaborative teams Establish essential learning standards and design common assessments with easy to use templates Utilize Tier 2 intervention plans that address learning gaps year round Reflect with colleagues at each step of the process by assessing strengths and weaknesses in crucial PLC skills Glean insights from educators seasoned in the 15 day unit structure with real world elementary and secondary examples Create a collaborative cohesive PLC culture Contents Introduction Chapter 1 Overview of the 15 Day Challenge Chapter 2 Identify Standards to Teach for a 15 Day Unit of Study Step 1 Chapter 3 Unpack Standards Step 2 Chapter 4 Prioritize Standards Into Three Categories Step 3 Chapter 5 Create Common Formative Assessments Step 4 Chapter 6 Pace and Design the Unit Step 5 Chapter 7 Plan Tier 2 Intervention and Extension While Pacing and Designing the Unit Step 6 Chapter 8 Teach the Unit and Act On the Data Step 7 Chapter 9 Sustain the Process With a Yearlong and Beyond Pacing Guide Epilogue Appendix Sample 15 Day Challenge Unit Plans

References and Resources Index **Resources in education** ,1984-06 Teacher Agency in the Process of State Mandated Reform Kyle C. Ruggles,2009 Under No Child Left Behind NCLB federally funded schools and Local Educational Agencies LEAs that do not meet Adequate Yearly Progress AYP criteria for two consecutive years are designated Program Improvement PI mandating participation in school reform interventions In February 2008 the California Department of Education CDE released a corrective action plan mandate requiring all LEAs or school districts in Year 3 of PI to participate in intensive moderate light or other levels of technical support that includes participation in the District Assistance and Intervention Team DAIT process The DAIT process brings outside consultants and district office administrators into schools and classrooms for regular walkthroughs and assessments of improvement plan implementation Yet little is known about how these state mandates influence teachers instructional practices and decision making power or agency This study explores teachers perceptions of the DAIT process and how agency is influenced in an urban fringe pre kindergarten through grade 8 PI school district in California that volunteered to pilot the DAIT process during the 2006 2009 school years The socio cultural theory of learning Gallucci 2003 and the principal agent theory Ferris 1992 guide the analysis of this embedded and longitudinal multi case study of three middle schools and the district office within the PI school district Rich thick qualitative descriptions from 24 teachers and five district office administrators engaged in state mandated reform emerge from the single case and cross case analyses Teachers perceive the DAIT feedback as vague and lacking in teacher involvement in classroom visitations which led to teachers viewing the process as superficial Yet teachers also considered the DAIT process as beneficial in increasing teacher team reflection and collaboration around a singular common instructional focus of reading comprehension which seemed to be positively associated with agency A variance of teacher agency levels was found to depend upon school context and how teachers perceived themselves while balancing the costs and benefits from DAIT feedback Findings also reveal that the DAIT process may have compromised teacher agency due to the lack of teacher participation and involvement in the development of the process potentially eroding teachers sense of professionalism

Glencoe Mathematics William Collins,1999 *How to Do Math with Words* William C. Zahner,2011 *Resources in Education* ,1982 **Glencoe Algebra 1** ,2001 **InCider** ,1989 **Mathematical Reviews** ,2003 *Journal of Developmental Education* ,1998 *How California Schools Work* John VanLandingham,Don McCormack,2004 A practical guide that in plain language describes how California schools work and provides information that will help parents secure a good education for their children Book jacket University of California Union Catalog of Monographs Cataloged by the Nine Campuses from 1963 Through 1967: Authors & titles University of California (System). Institute of Library Research,University of California, Berkeley,1972 **The Arithmetic Teacher** ,1977 Youth's Companion ,1895

Handbook on Contemporary Education Steven E. Goodman,1976 *Books In Print 2004-2005* Ed Bowker Staff,Staff Bowker, Ed,2004 *Instructor* ,1975

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