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Year: 2012 – 2013

Kindergarten Math Common Core Pacing Guide – 1st Quarter

CONCEPTS AND CAPABILITIES

MEASUREMENT

NUMBER

AND DATA

<p>1.NBT.A.1 - Count to 100 by 10's.</p>	<p>1.NBT.A.2 - Write numbers 11–20.</p>	<p>1.NBT.A.3 - Represent a number of objects with a written numeral 11–20 (up to representing a total of 10 objects).</p>	<p>1.NBT.A.4 - When adding objects, single-number equations for the standard rules, principles in object-number number name and re-branches name without objects.</p>	<p>1.NBT.A.5 - Understand the left number name and tell the number of objects to make a number. Number of objects in the same number name (group) is the same.</p>	<p>1.NBT.A.6 - Understand that each two number name refers to a quantity that is one larger.</p>	<p>1.NBT.A.7 - Count to 100. Use groups of ten objects when counting to 100 through a number name.</p>	<p>1.NBT.A.8 - Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group.</p>	<p>1.NBT.A.9 - Compare two number names to 100 provided in written numerals.</p>	<p>1.NBT.A.10 - Identify objects given a number name and the number of objects in the object.</p>	<p>1.NBT.A.11 - Use the object name.</p>	<p>1.NBT.A.12 - Use the object name.</p>	<p>1.NBT.A.13 - Use the object name.</p>	<p>1.NBT.A.14 - Use the object name.</p>	<p>1.NBT.A.15 - Use the object name.</p>	<p>1.NBT.A.16 - Use the object name.</p>
<p>1.NBT.B.1 - Count to 100 by 10's.</p>	<p>1.NBT.B.2 - Write numbers 11–20.</p>	<p>1.NBT.B.3 - Represent a number of objects with a written numeral 11–20 (up to representing a total of 10 objects).</p>	<p>1.NBT.B.4 - When adding objects, single-number equations for the standard rules, principles in object-number number name and re-branches name without objects.</p>	<p>1.NBT.B.5 - Understand the left number name and tell the number of objects to make a number. Number of objects in the same number name (group) is the same.</p>	<p>1.NBT.B.6 - Understand that each two number name refers to a quantity that is one larger.</p>	<p>1.NBT.B.7 - Count to 100. Use groups of ten objects when counting to 100 through a number name.</p>	<p>1.NBT.B.8 - Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group.</p>	<p>1.NBT.B.9 - Compare two number names to 100 provided in written numerals.</p>	<p>1.NBT.B.10 - Identify objects given a number name and the number of objects in the object.</p>	<p>1.NBT.B.11 - Use the object name.</p>	<p>1.NBT.B.12 - Use the object name.</p>	<p>1.NBT.B.13 - Use the object name.</p>	<p>1.NBT.B.14 - Use the object name.</p>	<p>1.NBT.B.15 - Use the object name.</p>	<p>1.NBT.B.16 - Use the object name.</p>

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Marilyn Jager Adams



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The Principal as a Learning-Leader M. Scott Norton, Larry K. Kelly, 2012-12-03 Expanding a principal's formal education and training The Principal as Learning Leader is a administrator's guide to improving student achievement showing practitioners how to focus on the individual academic performance of each and every student and to work with the school staff and community to develop a learning culture that supports student success Norton and Kelly show current principals how to assess their present behaviors relative to learning leadership Providing a clear definition of learning leadership and identifying successful practices most commonly implemented by true learning leaders this book features the administrative tools and accountability strategies that will allow principals to create a culture of learning leadership among all school personnel which is key to engaging students and the community in the learning process *Common Core English Language Arts in a PLC at Work®*, Grades 9-12 Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9-12 in this resource which focuses on areas of instruction curriculum assessment and intervention You'll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

PLC+ Douglas Fisher, Nancy Frey, John Almarode, Karen Flories, Dave Nagel, 2019-05-16 What makes a powerful and results driven Professional Learning Community PLC The answer is collaborative work that expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy PLC Better Decisions and Greater Impact by Design calls for strong and effective PLCs plus and that plus is YOU Until now the PLC movement has been focused almost exclusively on students and what they were or were not learning But keeping student learning at the forefront requires that we also recognize the vital role that you play in the equation of teaching and learning This means that PLCs must take on two additional challenges maximizing your individual expertise while harnessing the power of the collaborative expertise you can develop with your peers PLC is grounded in four cross cutting themes a focus on equity of access and opportunity high expectations for all students a commitment to building individual self efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action The PLC framework supports educators in considering five essential questions as they work together to improve student learning Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not benefit The PLC framework leads educators to question practices as well as outcomes It broadens the focus on student learning to encompass educational equity and teaching efficacy and in doing so it leads educators to plan and implement learning communities that maximize individual expertise while harnessing the power of collaborative efficacy **A Charter School Principal's Story** Barbara Smith, 2017-12-05 What happens when a Canadian principal guided by the teachings of Fullan and Hargreaves takes on the role of school leader in an inner city charter school in the United States This inside story of a

principal in the DC charter school system reveals much about the desire for educators and students to experience more than a life of multiple choice testing that tends to be so commonplace in these schools While such a case adds to the mound of research that supports the change takes time findings it nevertheless demonstrates the reality on a day to day basis of what is worth fighting for in schools Student and teacher engagement and empowerment matter and to get to such ends a school must fiercely focus on targets well beyond test scores This book speaks about how a budget reveals school values and by shifting resources to support staff and student development a school coping with regular turnover can be filled with more confident and capable community members A school crawling with leaders emerged as more student teacher and non instructional staff were supported in new roles aimed at building an inspired culture with the talent and capacity to move others to action The old ways of doing school do not address the needs of the 21st century learner and while many forces with limited views of education were at play this story does provide an example of what promising things can and should happen to increase engagement and learning in more charter schools across America Dr Barbara Smith's narrative of her times in public charter schools offers all of us insights into the struggle to create schools of high academic quality and compassionate care worthy of her educational mandate and mission David Booth Professor Emeritus The Ontario Institute for Studies in Education University of Toronto Dr Smith's message inspires me to be an advocate for education and her work will inspire you as well Jalen Rose Chair of Board of Directors Jalen Rose Leadership Academy Detroit Michigan ESPN Commentator This inside look provides an opportunity for innovation in a field that has held to aging standards for far too long Diane C Manica Former Director Leadership and Accreditation University of Detroit Mercy

In Search of Deeper Learning Jal Mehta, Sarah Fine, 2019-04-09 An award winning professor and an accomplished educator Jal Mehta and Sarah Fine take us beyond the hype of reform and inside some of America's most innovative classrooms to show what is working and what isn't In a world where test scores have been king this boldly humanistic book offers a rich account of what education can be at its best

JSL Vol 26-N4 JOURNAL OF SCHOOL LEADERSHIP, 2016-07-26 JSL invites the submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership All theoretical and methodological approaches are welcome We do not advocate or practice a bias toward any mode of inquiry e.g qualitative vs quantitative empirical vs conceptual discipline based vs interdisciplinary and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership We strongly encourage authors to consider both the local and global implications of their work The journal's goal is to clearly communicate with a diverse audience including both school based and university based educators The journal embraces a broad conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts but also in manuscripts that inquire about teacher student parent and community leadership

Math Know-How

Thomaseña Lott Adams, Joanne LaFramenta, 2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all To engage students in more meaningful ways To provide the tools you need to increase students understanding of key mathematical concepts All at the same time Math coaches Thomaseña Lott Adams and Joanne LaFramenta have just written it With the help of this book you ll be armed with the know how to employ strategies to achieve the CCSS especially the Mathematical Practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately

California Common Core State Standards California. Department of Education, 2013 **Illinois Reading Council Journal** ,2014 *Curriculum Review* ,1986 Educational Leadership ,1956 **Clark's Horse Review** ,1900 ADHD & Teens Colleen Alexander-Roberts, 1995-10-01 ADHD and Teens is a manual of practical advice to help parents cope with the problems that can arise during these years A crash course is offered on parenting styles that really work with teens with ADHD and how these styles allow the teen to safely move from dependence to independence

National Stockman and Farmer ,1903 *Current Index to Journals in Education* ,1982 *SRA Open Court Reading* WrightGroup/McGraw-Hill, 2001-06 **SRA Open Court Reading** ,2002 **The Breeder's Gazette** ,1906 **Instructor** ,1974-02 SRA Open Court Reading Marilyn Jager Adams, 2002 Contains materials designed to aid students in understanding the stories and lessons in Level 6 of the SRA Open Court reading series Blackline masters in the decodable books allow students to apply their knowledge of phonics elements to read simple texts

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