



**Española Public Schools**

714 Calle Don Diego  
Española, New Mexico 87532

Phone: 505-753-2254

Fax: 505-747-3514

Website: [www.k12espanola.org](http://www.k12espanola.org)

# Kindergarten

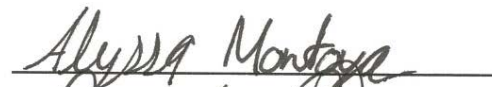
## Mathematics

### Curriculum Guide

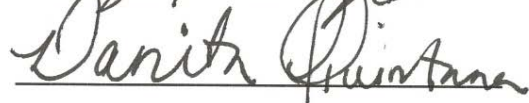
Developed: June 2016

**Curriculum Team:**

Alyssa Montoya, Team Leader



Danita Quintana, Member



Carlos Villareal, Member



**Curriculum Facilitation:**

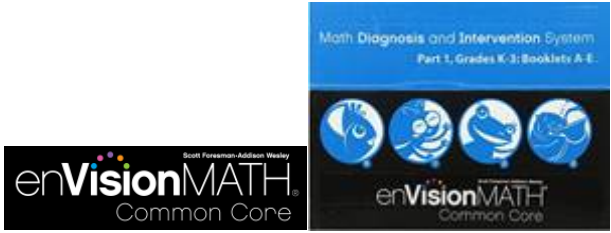


Vivian Valencia, Instructional Coach



MaryEllen Fresquez, Instructional Coach





**Mathematics Resources**  
**Adopted Curriculum**

Grade Band	Resource	District Contact
<b>Pre K</b> <i>2013-2018</i>	<b>Creative Classroom</b>  <b>Website:</b>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
<b>K -6</b> <i>2013-2018</i>	  <b>Website:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach
<b>7-8</b> <i>2013-2018</i>	<b>College Preparatory Math (CPM)</b>  <b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a>  <b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal
<b>9-12</b> <i>2013-2018</i>	<b>College Preparatory Math (CPM)</b>  <b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a>  <b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair






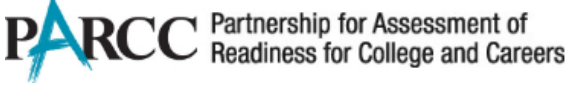
## Mathematics Resources

### Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
<b>Pre K</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert  <i>Insert Resource</i> <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator  Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>K -6</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert  <i>Insert Resource</i> <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>7-8</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert   <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent  Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>9-12</b> 2015-2020	<i>Insert Resource</i> <b>Website:</b>   <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent  Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator



## Mathematics Resources

### Assessment Resources

Grade Band	Resource	District Contact:
Pre K 2016- 2021	<p><i>Insert Resource</i> Website: Insert</p>  <p><b>PreK Observation &amp; Portfolios</b></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
K-1	<p><b>Envisions:</b></p>  <p><b>Topic Book Assessments</b> <b>Topic Mat Assessments</b></p> <p><b>Renaissance Learning:</b></p>  <p><b>STAR EARLY LITERACY</b> <b>(Numeracy)</b> <a href="https://hosted39.renlearn.com/258790/default.aspx">https://hosted39.renlearn.com/258790/default.aspx</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
2-12	<p><b>Envisions:</b></p>  <p><b>Topic Book Assessments</b> <b>Topic Mat Assessments (2<sup>nd</sup>)</b></p> <p><b>Renaissance Learning:</b></p>  <p><b>STARMath</b> <a href="https://hosted39.renlearn.com/258790/default.aspx">https://hosted39.renlearn.com/258790/default.aspx</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
3-11	<p><b>PARCC</b></p>  <p>Partnership for Assessment of Readiness for College and Careers</p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez,</p>

## Mathematics Resources

### Assessment Resources

		<p>Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
7-12	<p>End of Course Exams (EoC)</p>  <p>College Preparatory Math (CPM)</p>  <p><b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a></p> <p><b>CPM student log</b> <b>in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>

**Mathematics Resources**  
**enVision Pacing Guide Kindergarten**

**Quarter 1**

- Topic 1: One to Five – (7 days)
- Topic 3: Six to Ten – (7 days)
- Topic 12: Measurement – (8 days)
- Topic 13: Sorting, Classifying, Counting, and Categorizing Data – (7 days)

**Quarter 2**

- Topic 2: Comparing and Ordering 0 to 5 – (9 days)
- Topic 4: Comparing and Ordering Numbers 0 to 10 – (10 days)
- Topic 14: Identifying and Describing Shapes – (8 days)
- Topic 15: Position and Location of Shapes – (5 days)

**Quarter 3**

- Topic 16: Analyzing, Comparing, and Composing Shapes – (5 days)
- Topic 5: Numbers to 20 – (5 days)
- Topic 6: Numbers to 100 – (6 days)
- Topic 7: Understanding Addition – (7 days)

**Quarter 4**

- Topic 8: Understanding Subtraction – (8 days)
- Topic 9: Composing and Decomposing Numbers to 10 – (9 days)
- Topic 10: Composing Numbers 11 to 19 – (4 days)
- Topic 11: Decomposing Numbers 11 to 19 (5 days)

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	1	CC.K.CC.1 Know number names and the count sequence. Count to 100 by ones and by tens.	<b>Count to 100 by ones and by tens.</b>	<b>Note:</b> Topic 6 formally teaches this standard, however, counting to 100 by 10s and ones is part of Kindertartens daily routines and is developed throughout the school year.	Number Chart (daily), Hundreds Chart, 100 Day Countdown	Ongoing formative assessment via daily routines and observation.	
K	Counting and Cardinality	3	CC.K.CC.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<b>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</b>	enVisions Topic 1, 2, 3 and 5  Lessons 1-3, Lessons 1-6, Lessons 3-2, Lessons 3-4, Lessons 3-6	Count and Write Activities	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4	CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>Understand how number names go with counting things in the right order.</b>	enVisions Topic 1, 2, and 3  Lesson 3-2 Lesson 3-4 Lesson 3-6		Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4a	CC.K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<b>Name the number for each thing in a group as I count them.</b>	enVisions Topic 1, 2, and 3  Lesson 1-1 Lesson 1-4 Lesson 3-7	<a href="http://www.abcya.com/money_bingo.htm">http://www.abcya.com/money_bingo.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4b	CC.K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	<b>Understand that the last number I say tells how many objects I have. Understand that the number doesn't change even if the objects are moved.</b>	enVisions Topic 1, 2, 3, 5, and 6  Lesson 1-2 Lesson 1-5 Lesson 1-7	<a href="http://www.abcya.com/kindergarten_word_problems_more_les.htm">http://www.abcya.com/kindergarten_word_problems_more_les.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4c	CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	<b>Understand that while counting, the next number I say, means that there is one more.</b>	enVisions Topic 2, 3, 4, and 6  Lesson 3-7	<a href="http://www.abcya.com/adventure_man_counting.htm">http://www.abcya.com/adventure_man_counting.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	5	CC.K.CC.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	<b>Count up to 20 to tell how many things are in a line, a box, or a circle.</b> <b>Count up to 10 to tell how many things are in a group.</b> <b>Count out a group of things when someone gives me any number from 1-20.</b>	enVisions Topic 1, 2, 3, and 6  Lesson 1-1 Lesson 1-2 Lesson 1-3 Lesson 1-4 Lesson 1-5 Lesson 1-6 Lesson 1-7 Lesson 3-1 Lesson 3-2 Lesson 3-3 Lesson 3-4 Lesson 3-5 Lesson 3-6	<a href="http://www.abcya.com/interactive_100_number_chart.htm">http://www.abcya.com/interactive_100_number_chart.htm</a>	Daily Quick Check, Topic Assessment	
K	Measurement & Data	1	CC.K.MD.1 Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>Describe objects by telling about their length, width, and weight.</b>	enVisions Topic 12  Lesson 12-1 Lesson 12-2 Lesson 12-3 Lesson 12-4 Lesson 12-5 Lesson 12-6 Lesson 12-7 Lesson 12-8	<a href="https://www.engageny.org/resource/kindergarten-mathematics-module-3-topic-lesson-1">https://www.engageny.org/resource/kindergarten-mathematics-module-3-topic-lesson-1</a>	Daily Quick Check, Topic Assessment	
K	Measurement & Data	2	CC.K.MD.2 Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<b>Compare the length of two objects by using the same tool, and using words like <i>longer</i> and <i>shorter</i>.</b>	enVisions Topic 12  Lesson 12-2 Lesson 12-3 Lesson 2-4 Lesson 2-5 Lesson 12-6 Lesson 12-7 Lesson 12-8	<a href="http://www.abcya.com/number_match.htm">http://www.abcya.com/number_match.htm</a>	Daily Quick Check, Topic Assessment	
K	Measurement & Data	3	CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	<b>Sort objects into categories, then count how many I have in each group.</b>	enVisions Topic 9 and 13  Lesson 13-1 Lesson 13-2 Lesson 13-3 Lesson 13-4 Lesson 13-5 Lesson 13-6 Lesson 13-7	<a href="http://www.abcya.com/number_match.htm">http://www.abcya.com/number_match.htm</a>	Daily Quick Check, Topic Assessment	



	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Geometry	1	CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>Describe things by a shape name, and tell its position with words like <i>above, below, beside, in front of, behind, or next to.</i></b>	enVisions Topic 13 and 15 Lesson 13-5	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	1	CC.K.CC.1 Know number names and the count sequence. Count to 100 by ones and by tens.	<b>Count to 100 by ones and by tens.</b>	enVisions Topic 6  <b>Note:</b> Topic 6 formally teaches this standard, however, counting to 100 by 10s and ones is part of Kindergartens daily routines and is developed throughout the school year.	Number Chart (daily), Hundreds Chart, 100 Day Countdown	Ongoing formative assessment via daily routines and observation.	
K	Counting and Cardinality	2	CC.K.CC.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>Count forward starting at any number I have learned.</b>	enVisions Topic 4, 5, and 6  Lesson 4-8 Lesson 4-9	Manipulative Games (Ex. Connecting cubes, counters, bears, blocks ect.) <a href="http://www.abcya.com/100_number_grid.htm">http://www.abcya.com/100_number_grid.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	3	CC.K.CC.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<b>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</b>	enVisions Topic 1, 2, 3 and 5  Lesson 2-4 Lesson 2-5	Count and Write Activities	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4	CC.K. Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>Understand how number names go with counting things in the right order.</b>	enVisions Topic 1, 2, and 3  Lesson 2-5 Lesson 2-8		Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4a	CC.K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<b>Name the number for each thing in a group as I count them.</b>	enVisions Topic 1, 2, and 3  Lesson 2-5		Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	4b	CC.K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	<b>Understand that the last number I say tells how many objects I have.</b> <b>Understand that the number doesn't change even if the objects are moved.</b>	enVisions Topic 1, 2, 3, 5, and 6  Lesson 3-1 Lesson 3-3 Lesson 3-5 Lesson 3-7	<a href="http://www.abcya.com/one_hundred_number_chart_game.htm">http://www.abcya.com/one_hundred_number_chart_game.htm</a> <a href="http://www.abcya.com/100_number_grid.htm">http://www.abcya.com/100_number_grid.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4c	CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	<b>Understand that while counting, the next number I say, means that there is one more.</b>	enVisions Topic 2, 3, 4, and 6  Lesson 2-7 Lesson 2-8 Lesson 2-9 Lesson 4-8	<a href="http://www.abcya.com/adventure_man_counting.htm">http://www.abcya.com/adventure_man_counting.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	5	CC.K.CC.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	<b>Count up to 20 to tell how many things are in a line, a box, or a circle.</b> <b>Count up to 10 to tell how many things are in a group.</b> <b>Count out a group of things when someone gives me any number from 1-20.</b>	enVisions Topic 1, 2, 3, and 6  Lesson 2-5	<a href="http://www.abcya.com/interactive_100_number_chart.htm">http://www.abcya.com/interactive_100_number_chart.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	6	CC.K.CC.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	<b>Tell if a group of objects is greater than, less than, or equal to another group of objects.</b>	enVisions Topic 2 and 4  Lesson 2-1 Lesson 2-2 Lesson 2-3 Lesson 2-6 Lesson 2-9 Lesson 4-1 Lesson 4-2 Lesson 4-3 Lesson 4-4 Lesson 4-5 Lesson 4-6 Lesson 4-7	<a href="http://www.abcya.com/kindergarten_word_problems_add_subtract.htm">http://www.abcya.com/kindergarten_word_problems_add_subtract.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	7	CC.K.CC.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.	<b>Compare two numbers between 1 and 10.</b>	enVisions Topic 4  Lesson 4-1 Lesson 4-2 Lesson 4-3 Lesson 4-4 Lesson 4-5 Lesson 4-6 Lesson 4-7 Lesson 4-10	<a href="http://www.abcya.com/adventure_man_counting.htm">http://www.abcya.com/adventure_man_counting.htm</a>	Daily Quick Check, Topic Assessment	
K	Operations & Algebraic Thinking	1	CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>Show adding and subtracting with objects, fingers, or drawings.</b>	enVisions Topic 4, 7, and 8  Lesson 4-4 Lesson 4-5 Lesson 4-6 Lesson 4-7	<a href="http://www.abcya.com/kindergarten_word_problems_add_subtract.htm">http://www.abcya.com/kindergarten_word_problems_add_subtract.htm</a>	Daily Quick Check, Topic Assessment	
K	Geometry	1	CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>Describe things by a shape name, and tell its position with words like above, below, beside, in front of, behind, or next to.</b>	enVisions Topic 13 and 15  Lesson 15-1 Lesson 15-2 Lesson 15-3 Lesson 15-4 Lesson 15-5	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Geometry	2	CC.K.G.2 Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.	<b>Name a shape no matter its size, or the direction it's turned.</b>	enVisions Topic 14 and 16 Lesson 14-1 Lesson 14-2 Lesson 14-3 Lesson 14-4 Lesson 14-5 Lesson 14-6 Lesson 14-7 Lesson 14-8	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a> <a href="http://www.abcya.com/shapes_colors_bingo.htm">http://www.abcya.com/shapes_colors_bingo.htm</a>	Daily Quick Check, Topic Assessment	
K	Geometry	3	CC.K.G.3 Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	<b>Tell if a shape is 2D (flat), or 3D (solid).</b>	enVisions Topic 14 and 16 Lesson 14-7 Lesson 14-7	Shape Blocks <a href="http://www.abcya.com/100_number_grid.htm">http://www.abcya.com/100_number_grid.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	1	CC.K.CC.1 Know number names and the count sequence. Count to 100 by ones and by tens.	<b>Count to 100 by ones and by tens.</b>	enVisions Topic 6  <b>Note:</b> Topic 6 formally teaches this standard, however, counting to 100 by 10s and ones is part of Kindergartens daily routines and is developed throughout the school year.	Number Chart (daily), Hundreds Chart, 100 Day Countdown	Ongoing formative assessment via daily routines and observation.	
K	Counting and Cardinality	2	CC.K.CC.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>Count forward starting at any number I have learned.</b>	enVisions Topic 4, 5, and 6  Lesson 5-5 Lesson 6-1 Lesson 6-3 Lesson 6-6	Manipulative Games (Ex. Connecting cubes, counters, bears, blocks ect.)	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	3	CC.K.CC.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<b>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</b>	enVisions Topic 1, 2, 3 and 5  Lesson 5-1 Lesson 5-2 Lesson 5-3 Lesson 5-4	Count and Write Activities	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4b	CC.K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	<b>Understand that the last number I say tells how many objects I have. Understand that the number doesn't change even if the objects are moved.</b>	enVisions Topic 1, 2, 3, 5, and 6 Lesson 5-1 Lesson 5-2 Lesson 5-3 Lesson 5-4 Lesson 6-1	<a href="http://www.abcya.com/adventure_man_counting.htm">http://www.abcya.com/adventure_man_counting.htm</a>	Daily Quick Check, Topic Assessment	
K	Counting and Cardinality	4c	CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	<b>Understand that while counting, the next number I say, means that there is one more.</b>	enVisions Topic 2, 3, 4, and 6 Lesson 6-3	<a href="http://www.abcya.com/adventure_man_counting.htm">http://www.abcya.com/adventure_man_counting.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme	Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Counting and Cardinality	5	CC.K.CC.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	<b>Count up to 20 to tell how many things are in a line, a box, or a circle. Count up to 10 to tell how many things are in a group. Count out a group of things when someone gives me any number from 1-20.</b>	enVisionsTopic 1, 2, 3, and 6  Lesson 6-2	<a href="http://www.abcya.com/interactive_100_number_chart.htm">http://www.abcya.com/interactive_100_number_chart.htm</a>	Daily Quick Check, Topic Assessment
K	Operations & Algebraic Thinking	1	CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>Show adding and subtracting with objects, fingers, or drawings.</b>	enVisions Topic 4, 7, and 8  Lesson 7-1 Lesson 7-2 Lesson 7-3 Lesson 7-4 Lesson 7-5 Lesson 7-6 Lesson 7-7	<a href="http://www.abcya.com/kindergarten_word_problems_add_subtract.htm">http://www.abcya.com/kindergarten_word_problems_add_subtract.htm</a>	Daily Quick Check, Topic Assessment
K	Operations & Algebraic Thinking	2	CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<b>Solve addition and subtraction word problems by using objects or drawings within 10.</b>	enVisionsTopic 7 and 8  Lesson 7-1 Lesson 7-2 Lesson 7-3 Lesson 7-4 Lesson 7-5 Lesson 7-6 Lesson 7-7	<a href="http://www.abcya.com/base_ten_fun.htm">http://www.abcya.com/base_ten_fun.htm</a>	Daily Quick Check, Topic Assessment
K	Operations & Algebraic Thinking	5	CC.K.OA.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.	<b>Easily and quickly add and subtract up to 5.</b>	enVisions Topic 7 and 8 Lesson 7-1 Lesson 7-2 Lesson 7-3 Lesson 7-4 Lesson 7-5 Lesson 7-6 Lesson 7-7	<a href="http://www.abcya.com/base_ten_bingo.htm">http://www.abcya.com/base_ten_bingo.htm</a>	Daily Quick Check, Topic Assessment

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Geometry	2	CC.K.G.2 Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.	<b>Name a shape no matter its size, or the direction it's turned.</b>	enVisions Topic 14 and 16  Lesson 16-1 Lesson 16-3 Lesson 16-4	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a>	Daily Quick Check, Topic Assessment	
K	Geometry	3	CC.K.G.3 Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	<b>Tell if a shape is 2D (flat), or 3D (solid).</b>	enVisions Topic 14 and 16  Lesson 16-5	Shape Blocks	Daily Quick Check, Topic Assessment	
K	Geometry	4	CC.K.G.4 Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	<b>Compare the number of sides and corners of 2D and 3D shapes.</b>	enVisions Topic 16 Lesson 16-1 Lesson 16-2 Lesson 16-3 Lesson 16-5	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a>	Daily Quick Check, Topic Assessment	
K	Geometry	5	CC.K.G.5 Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>Build and draw shapes I see, using different objects.</b>	enVisions Topic 16 Lesson 16-4	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a>	Daily Quick Check, Topic Assessment	
K	Geometry	6	CC.K.G.6 Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"	<b>Put shapes together to make a new shape.</b>	enVisions Topic 16 Lesson 16-2	<a href="http://www.abcya.com/shapes_geometry_game.htm">http://www.abcya.com/shapes_geometry_game.htm</a>	Daily Quick Check, Topic Assessment	



	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
K	Operations & Algebraic Thinking	1	CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>Show adding and subtracting with objects, fingers, or drawings.</b>	enVisions Topic 4, 7, and 8  Lesson 8-1 Lesson 8-2 Lesson8-3 Lesson 8-4 Lesson8-5 Lesson8-6 Lesson 8-7 Lesson 8-8 Lesson9-9	<a href="http://www.abcya.com/kindergarten_word_problems_add_subtract.htm">http://www.abcya.com/kindergarten_word_problems_add_subtract.htm</a>	Daily Quick Check, Topic Assessment	
K	Operations & Algebraic Thinking	2	CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<b>Solve addition and subtraction word problems by using objects or drawings within 10.</b>	enVisions Topic 7 and 8  Lesson 8-1 Lesson 8-2 Lesson 8-3 Lesson 8-4 Lesson 8-5 Lesson 8-6 Lesson 8-7 Lesson 8-8	<a href="http://pbskids.org/curiousgeorge/busyday/ten/">http://pbskids.org/curiousgeorge/busyday/ten/</a> <a href="http://www.abcya.com/base_ten_fun.htm">http://www.abcya.com/base_ten_fun.htm</a>	Daily Quick Check, Topic Assessment	
K	Operations & Algebraic Thinking	3	CC.K.OA.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	<b>Show different ways to make numbers using objects or drawings.</b>	enVisions Topic 9 Lesson 9-1 Lesson 9-2 Lesson 9-3 Lesson 9-4 Lesson 9-5 Lesson 9-6 Lesson9-8	<a href="http://www.abcya.com/addition.htm">http://www.abcya.com/addition.htm</a>	Daily Quick Check, Topic Assessment	
K	Operations & Algebraic Thinking	4	CC.K.OA.4 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. For any number from 1 to 9, find the number that makes 10 when added to	<b>Find the number patterns that make ten.</b>	enVisions Topic 9  Lesson 9-7	<a href="http://www.abcya.com/kindergarten_word_problems_add_subtract.htm">http://www.abcya.com/kindergarten_word_problems_add_subtract.htm</a>	Daily Quick Check, Topic Assessment	

	Domain or Conceptual Theme		Standard	I can Statements	Core (Adopted Resources)	Supplemental Resources	Core (Adopted) Assessments	Supplemental Assessments
			the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.					
K	Operations & Algebraic Thinking	5	CC.K.OA.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.	<b>Easily and quickly add and subtract up to 5.</b>	enVisions Topic 7 and 8  Lesson 8-1 Lesson 8-2 Lesson8-3 Lesson 8-4 Lesson 8-5 Lesson 8-6 Lesson 8-7	<a href="http://www.abcya.com/base_ten_bingo.htm">http://www.abcya.com/base_ten_bingo.htm</a>	Daily Quick Check, Topic Assessment	
K	Numbers & Operations in Base Ten	1	CC.K.NBT.1 Work with numbers 11-19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<b>Show that numbers are made of groups of 1s and 10s. Show how many 1s and 10s are in numbers from 11-19 by drawing a picture, or writing a number sentence.</b>	enVisions Topic 10 and 11  Lesson 10-1 Lesson 10-2 Lesson10-3 Lesson 10-4 Lesson11-1 Lesson 11-2 Lesson 11-3 Lesson11-4 Lesson 11-5	<a href="http://www.abcya.com/base_ten_bingo.htm">http://www.abcya.com/base_ten_bingo.htm</a>  <a href="http://www.abcya.com/base_ten_fun.htm">http://www.abcya.com/base_ten_fun.htm</a>	Daily Quick Check, Topic Assessment	
K	Measurement & Data	3	CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	<b>Sort objects into categories, then count how many I have in each group.</b>	enVisions Topic 9 and 13  Lesson9-9	<a href="http://www.abcya.com/number_match.htm">http://www.abcya.com/number_match.htm</a>	Daily Quick Check, Topic Assessment	