Pacing & Curriculum Guide

Kindergarten Mathematics – 5012020

Year-round School

CHARLOTTE COUNTY Public Schools

Content:

- Kindergarten Mathematics Course Description & LAFS/ELD Standards
- Mathematics Best Practices
- Pacing Guide
- Curriculum Guide

Revised ~ Oct. 2015

The Pacing Guide and Unit Guides will be reviewed and revised if necessary every year.

Kindergarten Course Description

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinals of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Language Arts Florida Standards & English Language Development Standards Integrated into Kindergarten Florida Math Standards

LAFS: Speaking & Listening	LAFS: Writing Standards	ELD: English Language Development
LAFS.K.SL.1.1 : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. LAFS.K.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. LAFS.K.SL.1.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	LAFS.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	ELD.K12.ELL.MA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

MP1: Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.

MP2: Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations.

MP3: Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.

MP4: Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

MP5: Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem.

MP6: Attend to precision.
Mathematically proficient students try to communicate precisely to others.

MP7: Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure.

MP8: Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.

Mathematics Florida Standards

Understanding Mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

CCPS Elementary Mathematics Pacing Guide

Grade Level: K	Trimester 1	Trimester 2	Trimester 3
	Date: _____	Date: _____	Date: _____
Learning Expectations	• Knows number and the count sequence • Count to tell the number of objects • Describe and compare measureable attributes • Classify objects in each category • Identify and describe shapes	• Knows number and the count sequence. • Count to tell the number of objects. • Compare numbers. • Understand addition is putting together and subtraction is taking apart. • Describe and compare measureable attributes. • Classify objects in each category. • Analyze, compare, create and compose shapes	• Knows number and the count sequence. • Count to tell the number of objects. • Work with numbers 11-19 to gain foundations for place value. • Describe and compare measureable attributes. • Classify objects in each category. • Identify and describe shapes. • Analyze ,compare, create and compose shapes
Counting and Cardinality	MAFS.K.CC.1.1 MAFS.K.CC.1.2 MAFS.K.CC.2.4 MAFS.K.CC.2.5 MAFS.K.CC.3.6 MAFS.K.CC.3.7	MAFS.K.CC.1.1 MAFS.K.CC.1.2 MAFS.K.CC.1.3 MAFS.K.CC.2.4 MAFS.K.CC.2.5 MAFS.K.CC.3.6 MAFS.K.CC.3.7	MAFS.K.CC.1.1 MAFS.K.CC.2.4
Operations and Algebraic Thinking		MAFS.K.OA.1.1 MAFS.K.OA.1.2 MAFS.K.OA.1.4 MAFS.K.OA.1.5 MAFS.K.OA.1.a	MAFS.K.OA.1.1 MAFS.K.OA.1.2 MAFS.K.OA.1.4 MAFS.K.OA.1.5 MAFS.K.OA.1.a
Number and Operations in Base Ten		MAFS.K.NBT.1.1	MAFS.K.NBT.1.1
Measurement and Data	MAFS.K.MD.1.1 MAFS.K.MD.1.2 MAFS.K.MD.1.a MAFS.K.MD.2.3		
Geometry	MAFS.K.G.1.1 MAFS.K.G.1.2 MAFS.K.G.1.3	MAFS.K.G.1.2 MAFS.K.G.1.3	MAFS.K.G.1.2 MAFS.K.G.1.3 MAFS.K.G.2.4 MAFS.K.G.2.5 MAFS.K.G.2.6
Total Number of Standards	**13**	**15**	**13**

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.1: ***Know number names and the count sequence.***	**MAFS.K.CC.1.1:** Count to 100 by ones and by tens.	**1** Recall **Trimester** **1, 2, 3**	**Grade 1:** 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.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	
I can count by ones to 100.				• Daily counting		• Data binder checklists	• 100 Object Sort Making Designs of 100	**One** **Ten** **Count**
I can count by tens to 100.				• Daily counting		• Data binder checklists		

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.1: *Know number names and the count sequence.*	**MAFS.K.CC.1.2 :** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**1** Recall **Trimester** **1, 2**	**Grade 1:** 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.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).				• Daily counting • Mystery Number Counting		• Checklist		**Count** **Sequence** **Forward**

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.1: ***Know number names and the count sequence.***	**MAFS.K.CC.1.3 :** Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 020 (with 0 representing a count of no objects).	**1** Recall **Trimester** **2**	**Grade 1:** 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.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Objects** **Numeral** **Number** **Zero** **One** **Two** **Three** **Four** **Five** **Six** **Seven** **Eight** **Nine** **Ten** **Eleven** **Twelve** **Thirteen** **Fourteen** **Fifteen** **Sixteen** **Seventeen** **Eighteen** **Nineteen** **Twenty**
I can write numbers 0-20.	• Topic 1 • Topic 3 • Topic 5			• Heidi Songs • White board numbers • Counting days of calendar	Daily center activities for writing and reading numbers, number tracing, playdoh, sandpaper, shaving cream	• Data binder	• 100 Object Sort Making Designs of 100	
I can label sets of numbers from 0-20.	• Topic 1 • Topic 3 • Topic 5			• Ten frames	• Ten frames • Assorted sets	• Data binder		

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.2: ***Count to tell the number of objects.***	**MAFS.K.CC.2.4:** Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 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. Understand that each successive number name refers to a quantity that is one larger.	**1** Recall **Trimester** **1, 2, 3**	**Grade 1:** Understand that the two digits of a two-digit number represent amounts of tens and ones.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Read, write, and compare decimals to thousandths.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Greater than (more)** **Group** **One-to-one** **Matching** **Next** **Count** **Number name** **Same** **Pairing** **Physical arrangement**
I can show one-to-one correspondence.	• Topic 1 • Topic 3 • Topic 5		• Fishing for 5 • Is it still 7?	• One-to-one with the pointer		• Classroom observations • Checklists • Counting assessments 0-20	• Count With Me • Scrambled Eggs • Number Story • Theater Too • You Can Count on Us • Counting Crows • Fish Tales	
I understand the number of objects stays the same no matter the order in which they are counted.	• Topic 1 • Topic 3 • Topic 5			• One-to-one with the pointer		• Classroom observations • Checklists • Counting assessments 0-20	• Comparing Catches	

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.2: ***Count to tell the number of objects.***	**MAFS.K.CC.2.5:** 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 120, count out that many objects.	**1** Recall **Trimester** **1, 2**	**Grade 1:** 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.	**Grade 2:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Read, write, and compare decimals to thousandths.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Arranged** **Objects** **Items** **Things**
I can count to answer "how many?" questions about sets to 20.	• Topic 1 • Topic 3 • Topic 5			• Word problems • Ten frames • Base ten block counting	• Ten frames • Assorted objects • Counting manipulatives	• Counting assessments for 0-20	• Bears Wear Buttons • A Jump Start on Numbers • Lego Count	
I can count objects to match a given number.	• Topic 1 • Topic 3 • Topic 5			• Word problems • Ten frames • Base ten block counting	• Ten frames • Assorted objects • Counting manipulatives	• Counting assessments for 0-20	• Domino-Train • How Many Ways	

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.3: *Compare numbers*	**MAFS.K.CC.3.6:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **1, 2**	**Grade 1:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Grade 2:** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**Grade 3:** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	**Grade 4:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Grade 5:** Add, subtract, multiply, and divide decimals to hundredths, 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.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Greater than** **Less than** **Equal** **Counting** **Strategies** **Matching objects**
I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	• Topic 2 • Topic 4		• Fix my More or Less • Ten Red Apples (one less)	• Number of the day- less than & greater than,	• Card game- war, alligator, dice rollings, dominoes,	• Groups of pictures for greater than, less than, equal	• Less Than • Greater Than Less Than	

DOMAIN: Counting and Cardinality

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.CC.3: *Compare numbers*	**MAFS.K.CC.3.7:** Compare two numbers between 1 and 10 presented as written numerals.	**2** Basic Application of Skills and Concepts **Trimester** **1, 2**	**Grade 1:** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Grade 2:** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**Grade 3:** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	**Grade 4:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Grade 5:** Add, subtract, multiply, and divide decimals to hundredths, 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.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can compare two numbers between 1 and ten when presented as numerals.	• Topic 2 • Topic 4		• Comparing Numbers Card Game	• Number of the day- less than & greater than,	• Card game- war, alligator, dice rollings, dominoes,	• Numerical representations for greater than, less than, equal	• My Friend 10	**Value** **Compare**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.OA.1: ***Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.***	**MAFS.K.OA.1.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.	**2** Basic Application of Skills and Concepts **Trimester** **2, 3**	**Grade 1:** 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.	**Grade 2:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**Grade 3:** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can use a variety of addition and subtraction strategies to solve problems.	• Topic 7 • Topic 8 • Topic 10		• Ladybug Addition • Begin with Buttons	• Addition Story problems • Addition and subtraction journals	• Dominoes • Dice games • AIMS • BUMP	• Addition and Subtraction assessments	• Hopping Into Addition • Counting Crows • Fish Tales • Number Story Theater Too • Computation Model Boards	**Addition** **Subtraction** **Represent**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.OA.1: ***Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.***	**MAFS.K.OA.1.2:** Solve addition and subtraction word problems1, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (1Students are not required to independently read the word problems.)	**2** Basic Application of Skills and Concepts **Trimester** **2, 3**	**Grade 1:** 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.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Grade 3:** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	**Grade 4:** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can solve addition and subtraction word problems by using objects or drawings.	• Topic 7 • Topic 8 • Topic 10		• Counting Fingers • Splash			• Addition and Subtraction assessments	• My Friend Ten • Balancing Bears • Sweet Sums	**Word problem** **All together** **Total** **How many more**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.OA.1: ***Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.***	**MAFS.K.OA.1.4:** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**2** Basic Application of Skills and Concepts **Trimester** **2, 3**	**Grade 1:** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	**Grade 2:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can find the number that makes 10 when given a number 1-9.	• Topic 7 • Topic 8 • Topic 10		• Disc Drop: Decomposing to 10		• Missing number activities	• Addition and Subtraction assessments	• Sweet Sums • Ten-Gallon Hat	**Answer** **Plus**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.OA.1: ***Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.***	**MAFS.K.OA.1.5:** Fluently add and subtract within 5.	**1** Recall **Trimester** **2, 3**	**Grade 1:** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	**Grade 2:** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Grade 3:** Interpret products of whole numbers.	**Grade 4:** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Grade 5:** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7).

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	
I can fluently add and subtract number combinations to 5.			• Disc Drop: Decomposing to 10	• Flashcards • Around the world		• Addition and subtraction time tests	• Counting Cup	**Addition** **Subtraction** **Equals**

DOMAIN: Operations and Algebraic Thinking

Cluster	Standard	DOK	Learning Progression of Standard
MAFS.K.OA.1: ***Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.***	**MAFS.K.OA.1.a:** Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)	**1** Recall **Trimester** **2, 3**	**No Learning Progression Given**

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Add (+)** **Subtract (-)** **Solve** **Compare** **Sum** **Difference** **Equal (=) symbol**
I can solve addition and subtraction word problems with two missing addends.	• Topic 7 • Topic 8 • Topic 10				• Making numbers with counters		• Addition Plate • Mouse Count • Ten Flashing • Fireflies • Shake 5 and Spill	

DOMAIN: Number and Operations in Base Ten

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.NBT.1: ***Work with numbers 11–19 to gain foundations for place value.***	**MAFS.K.NBT.1.1:** 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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**2** Basic Application of Skills and Concepts **Trimester** **2, 3**	**Grade 1:** 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.	**Grade 2:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: A. 100 can be thought of as a bundle of ten tens — called a "hundred." B. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	**Grade 3:** Use place value understanding to round whole numbers to the nearest 10 or 100.	**Grade 4:** Use place value understanding to round multi-digit whole numbers to any place.	**Grade 5:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can compose and decompose numbers from 11-19 into tens and ones and record them by using drawings or equations.	• Topic 10 • Topic 11			• Making tens with ten frames • Counting straws	• Representing numerals with the base ten blocks		• 1 More on the Ten Frame • Show one more • Nearby Teens Game • Balancing Equations	**Tens** **Ones**

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.MD.1: ***Describe and compare measurable attributes.***	**MAFS.K.MD.1.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade 1:** Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Grade 2:** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Grade 3:** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	**Grade 4:** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	**Grade 5:** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can describe objects using measurable attributes.	• Topic 12				• Balance scales • Exploration		• Whoa-That's Heavy • Rows of Bows	**Measure** **Length** **Weight** **Attributes**

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.MD.1: *Describe and compare measurable attributes.*	**MAFS.K.MD.1.2:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade 1:** 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	**Grade 2:** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	**Grade 3:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	**Grade 4:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	**Grade 5:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can compare two objects with a measurable attribute and describe the difference.	• Topic 12				• Describing manipulatives		• Spin and Win	**Compare** **Measurable attributes** **Difference** **Describe**

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard
MAFS.K.MD.1: ***Describe and compare measurable attributes.***	**MAFS.K.MD.1.1.a:** 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**No Learning Progression Given**

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	**Measure** **Unit** **End to end** **Gaps** **Overlaps** **Whole number**
I can tell the length of an object by using short objects to measure.							• Bears of All Sizes • Weight Lifters • Rows of Bows • Which is Longer? • Which Weighs More?	

DOMAIN: Measurement and Data

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.MD.2: ***Classify objects and count the number of objects in each category.***	**MAFS.K.MD.2.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade 1:** 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.	**Grade 2:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.	**Grade 3:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters	**Grade 4:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	**Grade 5:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Categories**
I can classify objects into given categories and count and sort the categories.	• Topic 13						• Button Down	**Sort** **Classify** **Alike** **Same** **Different** **Not alike**

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.G.1: ***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).***	**MAFS.K.G.1.1:** 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.	**2** Basic Application of Skills and Concepts **Trimester** **1**	**Grade 1:** 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.	**Grade 2:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**Grade 3:** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Grade 4:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Grade 5:** Classify two-dimensional figures in a hierarchy based on properties.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	**Square** **Circle** **Triangle** **Rectangle** **Cube** **Cone** **Cylinder** **Sphere** **Above** **Below** **In front of** **Behind** **Next to** **Shapes** **Environment** **Location** **Position**
I can describe objects in the environment using the names of shapes.	• Topic 15			• Shape ID		• Positional words assessment	• Rough Enough Shapes • Kindergarten 2-D Shapes • Sneak A Peek At Shapes	
I can describe the position of objects in the environment.	• Topic 15			• Shape ID			• Barrier Game and Positional Words	

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.G.1: ***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).***	**MAFS.K.G.1.2:** Correctly name shapes regardless of their orientations or overall size.	**1** Recall **Trimester** **1, 2, 3**	**Grade 1:** 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.	**Grade 2:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**Grade 3:** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Grade 4:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Grade 5:** Classify two-dimensional figures in a hierarchy based on properties.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can correctly name the shapes.	• Topic 15			• Shape ID		• Data binder	• Goin on a Shape Hunt	**Shape** **Size**

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.G.1: ***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).***	**MAFS.K.G.1.3:** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).	**1** Recall **Trimester** **1, 2, 3**	**Grade 1:** 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.	**Grade 2:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**Grade 3:** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Grade 4:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Grade 5:** Classify two-dimensional figures in a hierarchy based on properties.

Learning Targets	Resources							Vocabulary
	EnVision	**MAFS iReady**	**MFAS (cPalms)**	**Calendar**	**Centers**	**Assessment**	**AIMS**	
I can identify shapes as two-dimensional or three-dimensional.	• Topic 15			• Shape mystery bag			• Shape Shifters • Kindergarten 2-D Shapes • 3D Explorations • Solid Shape Relay	**Three-dimensional** **Solid** **Flat** **Two-dimensional**

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.G.2: *Analyze, compare, create, and compose shapes.*	**MAFS.K.G.2.4:** 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).	**3** Strategic Thinking & Complex Reasoning **Trimester** **3**	**Grade 1:** Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	**Grade 2:** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Grade 3:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	**Grade 4:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Grade 5:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	
I can analyze and compare two and three dimensional shapes.	• Topic 16						• Shape to Shape	**Sides** **Corners** **Two-dimensional shapes** **Three-dimensional shapes** **Attributes** **Vertices**

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.G.2: ***Analyze, compare, create, and compose shapes.***	**MAFS.K.G.2.5:** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**2** Basic Application of Skills and Concepts **Trimester** **3**	**Grade 1:** Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	**Grade 2:** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Grade 3:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	**Grade 4:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Grade 5:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	
I can build and draw shapes.	• Topic 16				• Building shapes using pattern blocks		• Shape Shadows	**Model** **Represent**

DOMAIN: Geometry

Cluster	Standard	DOK	Learning Progression of Standard				
MAFS.K.G.2: ***Analyze, compare, create, and compose shapes.***	**MAFS.K.G.2.6:** Compose simple shapes to form larger shapes. For example, Can you join these two triangles with full sides touching to make a rectangle?	**2** Basic Application of Skills and Concepts **Trimester** **3**	**Grade 1:** Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	**Grade 2:** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Grade 3:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	**Grade 4:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Grade 5:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Learning Targets	Resources							Vocabulary
	EnVision	MAFS iReady	MFAS (cPalms)	Calendar	Centers	Assessment	AIMS	
I can combine simple shapes to form larger shapes.	• Topic 16						• Piece by Piece	**Compose**