

A Correlation of

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to the

Nampa School District Mathematical Essential Standards Kindergarten

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to the Nampa School District Essential Standards - Mathematics**

<p align="center">Nampa School District Mathematical Essential Standards Kindergarten</p>	<p align="center">enVisionmath2.0 ©2016 Kindergarten Lessons</p>
<p>Counting and Cardinality:</p>	
<p>K.CC.1 Count to 100 by ones and tens.</p>	<p>1-1 Count 1, 2, and 3 1-4 Count 4 and 5 1-10 Count Numbers to 5 3-1 Count 6 and 7 3-3 Count 8 and 9 3-5 Count 10 4-5 Count Numbers to 10 9-1 Count and Write 11 and 12 9-2 Count and Write 13, 14, and 15 9-3 Count and Write 16 and 17 9-4 Count and Write 18, 19, and 20 9-5 Count Forward from Any Number to 20 11-1 Count Using Patterns to 30, 11-2 Count Using Patterns to 50, 11-3 Count by Tens to 100, 11-4 Count by Tens and Ones, 11-5 Count Forward from Any Number to 100, 11-6 Count Using Patterns to 100</p>
<p>K.CC.3 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).</p>	<p>1-3 Read and Write 1, 2, and 3 1-6 Read and Write 4 and 5 1-8 Read and Write 0 3-2 Read and Write 6 and 7 3-4 Read and Write 8 and 9 3-6 Read and Write 10 9-1 Count and Write 11 and 12 9-2 Count and Write 13, 14, and 15 9-3 Count and Write 16 and 17 9-4 Count and Write 18, 19, and 20</p>
<p>K.CC.4 Understand the relationship between numbers and quantities connect counting to cardinality.</p>	<p>1-1 Count 1, 2, and 3 1-4 Count 4 and 5 3-1 Count 6 and 7 3-3 Count 8 and 9 3-5 Count 10 9-1 Count and Write 11 and 12 9-2 Count and Write 13, 14, and 15 9-3 Count and Write 16 and 17 9-4 Count and Write 18, 19, and 20</p>

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<p>K.CC.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 form 1-20, count out that many objects.</p>	<p>1-1 Count 1, 2, and 3 1-2 Recognize 1, 2, and 3 in Different Arrangements 1-4 Count 4 and 5 1-5 Recognize 4 and 5 in Different Arrangements 3-1 Count 6 and 7 3-3 Count 8 and 9 3-5 Count 10 9-1 Count and Write 11 and 12 9-2 Count and Write 13, 14, and 15 9-3 Count and Write 16 and 17 9-4 Count and Write 18, 19, and 20</p>
<p>Operations and Algebraic Thinking:</p>	
<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>6-1 Explore Addition, 6-2 Represent Addition as Adding To 6-3 Represent Addition as Putting Together 6-4 Use the Plus Sign 6-5 Represent and Explain Addition with Equations 6-6 Continue to Represent and Explain Addition with Equations 7-1 Explore Subtraction 7-2 Represent Subtraction as Taking Apart 7-3 Represent Subtraction as Taking From 7-4 Use the Minus Sign 7-5 Represent and Explain Subtraction with Equations 7-6 Continue to Represent and Explain Subtraction with Equations</p>
<p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).</p>	<p>1-9 Ways to Make 5 3-7 Ways to Make 10 8-1 Decompose and Represent Numbers to 5 8-5 Decompose and Represent Numbers 6 and 7 8-6 Decompose and Represent Numbers 8 and 9, 8-7 Decompose and Represent 10</p>

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Numbers and Operations in Base Ten:	
K.NBT.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 on, two, three, four, five, six, seven, eight, or nine ones.	10-1 Make 11, 12, and 13 10-2 Make 14, 15, and 16 10-3 Make 17, 18, and 19 10-4 Find Parts of 11, 12, and 13 10-5 Find Parts of 14, 15, and 16 10-6 Find Parts of 17, 18, and 19
Measurement and Data:	
K.MD.3 Classify objects into given categories count the numbers of objects in each category and sort the categories by count.	5-1 Classify Objects into Categories 5-2 Count the Number of Objects in Each Category 5-3 Sort the Categories by Counting
Geometry:	
K.G.1 Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to.	12-6 Describe Shapes in the Environment 12-7 Describe the Position of Shapes in the Environment