

T1: Curriculum Map

Weeks	Indicator	Standard	Assessment
FIRST 3 DAYS	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.G.1	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).	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
	K.M.2	Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
FIRST FULL Week 1	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.G.1	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).	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
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	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
Week 2	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.G.1	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).	
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Week 3	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
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Week 4	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
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Week 5	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
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Week 6			
End of Grading Period			

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Week 7	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
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Week 12		End of trimester 1 test: count orally to 50, count on from any number up to 50; write numbers 0-10, count objects to 10; dot patterns 1-10; direct comparisons; calendar concepts; data-pictographs	Assess the week of November 4-8-using ESGI
End of Grading Period			

T2: Curriculum Map

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Week 1	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
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	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	ESGI
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
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	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
Week 6		End of 3rd grading period- test for progress report:	
			Assess the week of -using ESGI
End of 3RD Grading Period			
Week 7	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
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	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.M.2	Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
Week 12			Assess the week of -using ESGI
		End of trimester 2 test: count orally to 50, count on from any number up to 50; write numbers 0-10,	

T2: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 12		count objects to 10; dot patterns 1-10; direct comparisons; calendar concepts; data-pictographs	
END OF 2ND TRIMESTER			

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 2	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 3	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 4	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 5	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 6		End of 5th grading period- test for progress report:	-ESGI count to 100 -TBC ESGI count by tens -TBC ESGI count on from any given number -paper pencil number writing 0-20; enter into ESGI -TBC number words 0-10 -ESGI number ID 0-20 -TBC paper pencil count objects from 1-20 and write the numeral to represent how many (input data into ESGI) -ESGI dot patterns up to 10 -TBC paper /pencil draw the number of 10s and 1s when given a number from 10-20 (input data into ESGI) -TBC paper/pencil solve addition and subtraction word problems up to 10 (input data into ESGI) -TBC paper/pencil decompose numbers less than 10 (input data into ESGI) -TBC paper/pencil find the number that makes 10 when given a number (input data into ESGI?) -TBC paper/pencil collect and organize data to make a graph & answer questions about the graph -TBC ESGI identify 2D & 3D shapes and their characteristics
End of 3RD Grading Period			
	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 7	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 8	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 9	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 10	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 11	K.NS.1	Count to at least 100 by ones and tens . Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.M.2	Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.NS.1	Count to at least 100 by ones and tens . Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10 . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	
	K.NS.3	Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	
	K.NS.4	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 12	K.CA.2	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.DA.1	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e. g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	
	K.M.2	Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time	
		End of 6th grading period- test for report card	-ESGI count to 100 -TBC ESGI count by tens -TBC ESGI count on from any given number -paper pencil number writing 0-20; enter into ESGI -TBC number words 0-10 -ESGI number ID 0-20 -TBC paper pencil count objects from 1-20 and write the numeral to represent how many (input data into ESGI) -ESGI dot patterns up to 10 -TBC paper /pencil draw the number of 10s and 1s when given a number from 10-20 (input data into ESGI) -TBC paper/pencil solve addition and subtraction word problems up to 10 (input data into ESGI) -TBC paper/pencil decompose numbers less than 10 (input data into ESGI) -TBC paper/pencil find the number that makes 10 when given a number (input data into ESGI?) -TBC paper/pencil collect and organize data to make a graph & answer questions about the graph -TBC ESGI identify 2D & 3D shapes and their characteristics