


(K.CC) Know number names and the count sequence.


1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * Doesn't specify 1s or 10s
3. A. Write numbers from 0 to 20.
B. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

				Standard
K.CC.1	Count to 20 by 1s	Count to 31 by 1s (note: calendar)	Count to __ by 1s Count to 100 by 10s	Count to 100 by ones and by tens.
K.CC.2	Count within 20 by 1 starting with any number (comes after K.CC.1 – emergent)	Count within 31 by 1 starting with any number (comes after K.CC.1 – emergent)	Count within __ by 1 starting with any number (comes after K.CC.1 – emergent)	Count within __ starting with any number (comes after K.CC.1 – emergent)
K.CC.3 (write)	Write digits 0 – 9.	Writing 10 – 20 with some reversals		Write numbers 0 - 20

(K.CC) Count to tell the number of objects.


4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. 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 (one to one correspondence).
 - b. 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.
 - c. Understand that each successive number name refers to a quantity that is one larger.

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 1–20, count out that many objects.

				Standard
K.CC.4.a	Count to 5 saying number names in standard order, with one to one correspondence	Count to 10 saying number names in standard order, with one to one correspondence		Count to 20 saying number names in standard order, with one to one correspondence
K.CC.4.b	Applies counting principles to 5 (conservation, cardinality, stable order) <i>*confirm term</i>	Applies counting principles to 10 (conservation, cardinality, stable order) <i>*confirm term</i>		Applies counting principles to 20 (conservation, cardinality, stable order) <i>*confirm term</i>
K.CC.4.c	Understand that each successive number is 1 more (to 5)	Understand that each successive number is 1 more (to 10)		Understand that each successive number is 1 more (to 20)
K.CC.5	Count objects arranged in a line <i>* Include subitizing</i>	Count objects arranged in a rectangular array Given a number 1-5 count out that many objects <i>* Include subitizing</i>	Count objects arranged in a circle Given a number 1-10 count out that many objects <i>* Include subitizing</i>	Count objects in a scattered configuration Given a number 1-20 count out that many objects <i>* Include subitizing</i>


(K.CC) Compare numbers.

- 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.
- 7. Compare two numbers between 1 and 10 presented as written numerals.

				Standard
K.CC.6	Identifies greater than/less than/equal to up to 5 (including 5) by using matching/counting strategies * using same objects			Identifies greater than/less than/equal to up to 10 (including 10) by using matching/counting strategies * enrichment with different size objects
K.CC.7	Compares two numbers (0-5) using representations (i.e. number line, five frame/ten frame)	Compares two numbers (0-10) using representations (i.e. number line, five frame/ten frame)	Compares two numbers (0-5) presented as written numerals	Compares two numbers (0-10) presented as written numerals

(K.OA) Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.


1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. 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 $5 = 4 + 1$).
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.
5. Fluently add and subtract within 5.

				Standard
K.OA.1	Represent addition and subtraction with objects, acting out situations, verbal explanations (within 5)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) , acting out situations, verbal explanations, (within 5)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, (within 10)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations (within 10)
K.OA.2 (Word Problems)	Solve addition and subtraction word problems within 5 by using objects	Solve addition and subtraction word problems within 5 by using objects AND drawings to represent the problem.	Solve addition and subtraction word problems within 10 by using objects AND drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects OR drawings to represent the problem. * Is this AND/OR
K.OA.2 (Computation)	Add and subtract within 5 using objects	Add and subtract within 5 using objects AND drawings	Add and subtract within 10 using objects AND drawings	

K.OA.3	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects or drawings	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings	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 $5 = 4 + 1$).
K.OA.4	For any number from 1 to 4, find the number that makes 5 when added to the given number, e.g., by using objects or drawings *use a five frame	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 *use a ten frame		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.
K.OA.5				Fluently add and subtract within 5.


(K.NBT) Work with numbers 11–19 to gain foundations for place value.

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.

			Standard
K.NBT.1 (Composition / Decomposition)	Compose to 10	<p>Compose 10 and some more to 15 / Decompose a number to 15 as a ten and some more</p> <p>When counting objects, organize into a group of 10 and some more</p>	<p>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.</p>
K.NBT.1 (Representations)		<p>Compose/decompose to using objects</p> <p>Compose/decompose to using objects and/or drawings</p>	


(K.MD) Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.

			Standard
K.MD.1	Identify attributes of objects.	Identify measurable attributes of objects, such as length or weight.	Describe (long, short, tall, heavy, light) measurable attributes of objects, such as length or weight. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2	** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1) **		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.


(K.MD) Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

				Standard
K.MD.3	Identify attributes	Sort objects by given category	Count objects in category after sort	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.


(K.G) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).

		Standard	
K.G.1	Identify shapes (squares, circles, triangles, rectangles, hexagons)	Find shapes in the environment	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.
	Understand positional words (under, over, next to, beside, in front of)	Apply positional words to oneself (in relation to objects or other people)	
K.G.2	Identify shapes (squares, circles, triangles, rectangles, hexagons) * Note: Show various orientations.		Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify attributes of two-dimensional shapes	Identify attributes of three-dimensional shapes	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

(K.G) Analyze, compare, create, and compose shapes.

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).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

				Standard
K.G.4	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)	Count sides / vertices and other attributes	<p>* Careful thought needs to be given in reference to attributes considered</p> <p>* Standard later in year</p>	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).
K.G.5	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)		<p>* Standard later in year</p>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)		<p>* Standard later in year</p>	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”