Mathematics

COUNTING AND COORDINALITY (CC)

Know number names and the count sequence

1 Listen to and say the names of numbers in meaningful contexts. PK.CC.1

1 Count to 100 by ones and by tens Recognize the “one more” and “ten more” pattern of counting. K.CC.1

2 Recognize and name written numerals 0–10. PK.CC.2

2 Count forward, beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.2

Count to tell the number of objects

3 Understand the relationships between numerals and quantities up to ten. PK.CC.3

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). K.CC.3

4 Count many kinds of concrete objects and actions up to ten, recognizing the “one more”, “one less” patterns, using one-toone correspondence, and accurately count as many as seven things in a scattered configuration. PK.CC.4

4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.4

- 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. K.CC.4.A
- 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. K.CC.4.B
- c Understand that each successive number name refers to a quantity that is one larger. K.CC.4.C

5 Use comparative language, such as more/less than, equal to, to compare and describe collections of objects. PK.CC.5

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. K.CC.5

	Compare Numbers 6 No PK standard 7 No PK standard 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 for groups with up to ten objects, e.g., by using matching and counting strategies. K.CC.6 7 Compare two numbers between 1 and 10 presented as written numerals. K.CC.7
OPERATIONS AND ALGEBRAIC THINKING (OA)	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** 1 Use concrete objects to model realworld addition (putting together) and subtraction (taking away) problems up through five. PK.OA.1 1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.1 2 No PK standard 2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.2 3 No PK standard 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). K.OA.3 4 No PK standard 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. K.OA.4 5 No PK standard 5 Fluently add and subtract within 5 including zero. K.OA.5
NUMBER AND OPPERATIONS IN BASE TEN (NBT)	**Work with numbers 11–19 to gain foundations for place value** 1 no standard PK.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. K.NBT.1

MEASUREMENT AND DATA (MD)

Describe and compare measurable attributes

1 Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow). PK.MD.1

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

2 Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount. PK.MD.2

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. K.MD.2

Classify objects and count the number of objects in each category

3 Sort, categorize, and classify objects by more than one attribute. PK.MD.3

3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count for category counts up to and including 10. K.MD.3

Work with Money

4 Recognize that certain objects are coins and that dollars and coins represent money PK.MD.4

4 NO Standard for working with money. K.MD.4

GEOMETRY (G)

Identify and Describe Shapes (squares, circles, triangles, rectangles)

1 Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart). PK.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. K.G.1

2 Identify various two-dimensional shapes using appropriate language. PK.G.2

2 Correctly name shapes regardless of their orientations or overall size. K.G.2

Analyze, Compare, Create, And Compose Shapes

3 Create and Represent threedimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks). PK.G.3

3 Identify shapes as two-dimensional (lying in a plane, "flat" or three-dimensional, "solid"). K.G.3

4 No standard. PK.G.4

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). K.G.4

5 No standard. PK.G.5

5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.5

6 No standard. PK.G.6

6 Compose simple shapes to Form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" K.G.6