|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Counting & Cardinality** | | | | | | | **Operations & Algebraic Thinking** | | | | | **Numbers & Operations in Base Ten** | **Measurement & Data** | | | **Geometry** | | | | | |
| *Know number names and the count sequence* | | | *Count to tell the number of objects* | | *Compare numbers* | | *Understand addition and understand subtraction* | | | | | *Work with numbers 11-19 to gain foundations for place value* | *Describe and compare measureable attributes* | | *Classify objects and count the number of objects in each category* | *Identify and describe shapes* | | | *Analyze, compare, create and compose shapes* | | |
| **K.CC.1** Count to 100 by ones and by tens. | **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | **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). | **K.CC.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, 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. | **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 from 1–20, count out that many objects. | **K.CC.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. | **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. | **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. | **K.OA.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.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.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.5** Fluently add and subtract within 5. | **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 (such as 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.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | **K.MD.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. | **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | **K.G.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.2** Correctly name shapes regardless of their orientations or overall size. | **K.G.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | **K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. | **K.G.5** Model shapes in the world by building shapes from components and drawing shapes. | **K.G.6** Compose simple shapes to form larger shapes. |

|  |  |
| --- | --- |
| **Standards of Mathematical Practice**  *These standards should be integrated throughout teaching and learning of the content standards of the Common Core State Standards.* | |
| 1. Make sense of problems and persevere in solving them. | 1. Reason abstractly and quantitatively. |
| 1. Construct viable arguments and critique the reasoning of others. | 1. Model with mathematics. |
| 1. Use appropriate tools strategically. | 1. Attend to precision. |
| 1. Look for and make use of structure. | 1. Look for and express regularity in repeated reasoning. |

|  |
| --- |
| **Critical Areas of Focus**  *With full implementation of the Common Core State Standards, instructional time should focus on two critical areas:* |
| 1. Representing, relating, and operating on whole numbers, initially with sets of objects |
| 1. Describing shapes and space |

|  |
| --- |
| **Cluster Key** |
| Major Cluster  (at least 75% of instructional time) |
| Supporting Cluster |
| Additional Cluster |