

Domain	Cluster	Standard	1st	2nd	3rd	4th
Counting and Cardinality	Known number names and the count sequence	K.CC.1 Count to 100 by ones, fives and by tens. Count backwards from 10.	Count 0-25 Backwards from 5	Count 0-50 by 1's, 5's, and 10's Backwards from 10	Count 0-75 by 1's, 5's, and 10's Backwards from 10	Count 0-100 by 1's, 5's and 10's Backwards from 10 (M)
		K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Start with any number and count to 25 (I)	Start with any number and count to 50	Start with any number and count to 75	Start with any number and count to 100 (M)
		K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 .	Write numbers 0-10 (I)	Write numbers 0-20 (M)	Write numbers 0-20 Reinforce this skill	Write numbers 0-20 Reinforce this skill
	Count to tell the number of 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, using one-to-one correspondence. B. Recognize that the last number 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. Recognize that each successive number name refers to a quantity that is one greater.	0-10 (I)	11-20 (M)	0 – 20 Focus: fluency	0-20 Focus: fluency
		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.	0-10 (I)	11-20 (M)	0-20 Focus: fluency	0-20 Focus: Fluency
	Compare numbers	K.CC.6 Identify whether the number of objects in one group is <i>greater than, less than, or equal to</i> the number of objects in another group. CONCRETE	Greater than (I)	Less than (I)	Greater than, less than, and equal to (M)	Reinforce this skill
		K.CC.7 Compare two given numbers up to 10, when written as numerals, using the terms, <i>greater than, less than, or equal to</i> . ABSTRACT	Greater than (I)	Less than (I)	Greater than, less than, and equal to (M)	Reinforce this skill

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Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	(I)	Reinforce this skill	Reinforce this skill	(M)
		K.OA.2 Add and subtraction within 10 to solve contextual problems using objects or drawings to represent the problem. See table 1 Addition and subtraction situations	Add to word problems	Take from word problems	Total unknown	Addend unknown
		K.OA.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.	Add to	Take from	Total unknown	Total unknown
		K.OA.4 Find the number that makes 10, when added to the given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.	(I)	Reinforce This skill	Reinforce This skill	(M)
		K.OA.5 Fluently add and subtract within 10 using mental strategies.	Add and subtract to 5	Master to this level	Add and subtract within 10	Master to this level Fluency (M)
Number and Operations in base ten.	Work with numbers 11-19 to gain foundations for place value	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record each composition or decomposition using a drawing or by writing an equation.		(I)	Reinforce this skill	(M)

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Measurement and Data	Describe and compare measurable attributes	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		(I)		(M)
		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. For example, directly compare the heights of two children and describe one child as taller/shorter.		(I)		(M)
	Work with money	K.MD.3 Identify the penny, nickel, dime, and quarter and recognize the value of each.	Could show coins and values	during math board time with counting by 1’s, 5’s, 10’s	(I)	
	Classify objects and count the number of objects	K.MD.4 Sort a collection of objects into given categories, with 10 or less in each category. Compare the categories by group size.		(I)		(M)
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.1 Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, between, and next to</i> .	(I)	(M)	Review	Review
		K.G.2 Correctly name shapes regardless of their orientations or overall size.	Circle and square (I)	Rectangle, triangle, and hexagon (I)	Cubes and cones (I)	Cylinders and spheres (M)
		K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	2 dimensional (I)	2 dimensional (M)	3 dimensional (I)	3 dimensional (M)

Analyze, compare, and compose shapes	K.G.4 Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.	Circle and square (I)	Rectangle, triangle, and hexagon (I)	Cubes and cones (I)	Cylinders and spheres (M)
	K.G.5 Model shapes in the world by building shapes and drawing shapes.	Circle and square (I)	Rectangle, triangle, and hexagon (I)	Cubes and cones (I)	Cylinders and spheres (M)
	K.G.6 Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.				(M)

MAJOR CONTENT OF THE GRADE IS INDICATED BY THE SHADING OF THE CLUSTER HEADINGS.

THE NON-SHADED ARE THE SUPPORTING CONTENT STANDARDS.