

Counting and Cardinality (CC)

| Cluster Headings | Content Standards |
|--|---|
| A. Know number names and the counting sequence. | <p>K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10. Q1-4</p> <p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Q1-4</p> <p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. Q1-3</p> |
| B. Count to tell the number of objects. | <p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a) When counting objects, say the number names in the standard order, using one-to-one correspondence. Q1, Q2</p> <p>b) Recognize 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. Q1, Q2</p> <p>c) Recognize that each successive number name refers to a quantity that is one greater. Q1, Q2</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. Q1, Q2</p> |
| C. Compare numbers. | <p>K.CC.C.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. Q2</p> <p>K.CC.C.7 Compare two given numbers up to 10, when written as numerals, using the terms <i>greater than</i>, <i>less than</i>, or <i>equal to</i>. Q2</p> |

Operations and Algebraic Thinking (OA)

| Cluster Headings | Content Standards |
|---|---|
| A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (See Table 1 – Addition and Subtraction Situations) | <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Q3, Q4</p> <p>K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem. Q3, Q4</p> <p>K.OA.A.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. Q1, Q2</p> <p>K.OA.A.4 Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation. Q4</p> <p>K.OA.A.5 Fluently add and subtract within 10 using mental strategies. Q4</p> |

Number and Operations in Base Ten (NBT)

| Cluster Headings | Content Standards |
|--|---|
| A. Work with numbers 11-19 to gain foundations for place value. | <p>K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation. Q3</p> |

Major content of the grade is indicated by the green highlighting of the cluster heading and standard's coding.

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| Major Content | Supporting Content |
|---------------|--------------------|

Measurement and Data (MD)

| Cluster Headings | Content Standards |
|--|---|
| A. Describe and compare measurable attributes. | <p>K.MD.A.1 Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. Q3</p> <p>K.MD.A.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> Q3</p> |
| B. Work with money. | <p>K.MD.B.3 Identify the penny, nickel, dime, and quarter and recognize the value of each. Q1-4</p> |
| C. Classify objects and count the number of objects in each category. | <p>K.MD.C.4 Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size. Q1</p> |

Geometry (G)

| Cluster Headings | Content Standards |
|---|--|
| A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | <p>K.G.A.1 Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, <i>between</i>, and <i>next to</i>. Q1</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size. Q1</p> <p>K.G.A.3 Identify shapes as two-dimensional or three-dimensional. Q1, Q2</p> |
| B. Analyze, compare, create, and compose shapes. | <p>K.G.B.4 Describe similarities and differences between two-and three-dimensional shapes, in different sizes and orientations. Q1, Q2</p> <p>K.G.B.5 Model shapes in the world by building and drawing shapes. Q1, Q2</p> <p>K.G.B.6 Compose larger shapes using simple shapes and identify smaller shapes within a larger shape. Q1</p> |

Fluency Expectations for K-2

Kindergarten – Fluently add and subtract within **10** using mental strategies.

First Grade – Fluently add and subtract within **20** using mental strategies. By the end of 1st grade, know from memory all sums up to **10**.

Second Grade – Fluently add and subtract within **30** using mental strategies. By the end of 2nd grade, know from memory **all sums** of two one-digit numbers and **related subtraction facts**.