MATH - Grade K

CUSD 303

Year: 2012-2013

Domain	Cluster Standard	Standard	Skill Statement	Resources
Counting and Cardinality	Know number names and the count sequence	K.CC1 Count to 100 by ones and by tens	K.CC1 Count to 100 by ones	*Eureka Math, 2015. (Great Minds)*
			K.CC1 Count to 100 by tens	
		K.CC2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	K.CC2 Count forward beginning from a given numeral within the known sequence (instead of having to begin at 1)	
		K.CC3 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.CC3 Write numerals from 0 to 20	
			K.CC3 Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects	
	Count to tell the number of objects	K.CC4 Understand the relationship between numbers and quantities; connect counting to cardinality	K.CC4 Describe the relationship between numbers and quantities; connect counting to cardinality	
		K.CC4a 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.CC4a Count using one-to-one correspondence with objects	
		K.CC4b 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.CC4b Recognize that the last number name stated tells the number of objects counted	
			K.CC4b Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted (use a number between 3 and 10)	
		K.CC4c Understand that each successive number name refers to a quantity that is one larger	K.CC4c Recognize that each successive number name refers to a quantity that is one larger than the previous number name	
		K.CC5 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.CC5 Count to state how many in all when given as many as 10 objects in a scattered configuration	
			K.CC5 Count out the number of objects when given a number from 1–20	
	Compare numbers	K.CC6 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.CC6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	
		K.CC7 Compare two numbers between 1 and 10 presented as written numerals	K.CC7 Compare two numbers between 1 and 10 presented as written numerals	
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	K.OA1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	K.OA1 Represent addition using various strategies	
			K.OA1 Represent subtraction using various strategies	
		K.OA2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem	K.OA2 Solve addition word problems up to 10	
			K.OA2 Solve subtraction word problems within 10	
		K.OA3 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.OA3 Decompose numbers within 10 in different ways	
		K.OA4 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.OA4 Find the number that makes 10 when given a number from 1 to 9	
			K.OA4 Find the number that makes 10 when given a number from 1 to 9, and record the answer with a drawing	

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Operations and Algebraic Thinking (cont'd)	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (cont'd)		K.OA4 Find the number that makes 10 when given a number from 1 to 9, and record the answer with an equation	*Eureka Math, 2015. (Great Minds)*
		K.OA5 Fluently add and subtract within 5**	K.OA5 Add accurately within 5	
			K.OA5 Subtract accurately within 5	
Number and Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value	K.NBT1 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.NBT1 Compose numbers from 11 to 19 into a group of ten ones and some additional ones and record each composition by a drawing	
			K.NBT1 Compose numbers from 11 to 19 into a group of ten ones and some additional ones and record each composition with an equation	
			K.NBT1 Recognize that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones	
			K.NBT1 Decompose numbers from 11 to 19 into a group of ten ones and some additional ones and record each decomposition by a drawing	
			K.NBT1 Decompose numbers from 11 to 19 into a group of ten ones and some additional ones and record each composition with an equation	
			K.NBT1 Recognize that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones	
Measurement and Data	Describe and compare measurable attributes	K.MD1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object	K.MD1 Identify measurable attributes of objects, such as length or weight	
			K.MD1 Describe several measurable attributes of a single object	
		K.MD2 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.MD2 Compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference	
	Classify objects and count the number of objects in each category	K.MD3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count	K.MD3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count	
	Identify coins	K.MD4 Identify the penny, nickel, dime, and quarter	K.MD4 Identify the penny, nickel, dime, and quarter	
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	K.G1 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.G1 Identify shapes by their attributes	
			K.G1 Describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	
			K.G1 Describe the relative positions of objects using the terms above, below, beside, in front of, behind, and next to	
		K.G2 Correctly name shapes regardless of their orientations or overall size	K.G2 Name shapes correctly regardless of their orientations or overall size	
		K.G3 Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid")	K.G3 Identify shapes as two-dimensional	
			K.G3 Identify shapes as three-dimensional	

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Geometry (cont'd)	Analyze, compare, create, and compose shapes	K.G4 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.G4 Analyze two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes	*Eureka Math, 2015. (Great Minds)*
			K.G4 Compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes	
			K.G4 Analyze three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes	
			K.G4 Compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes	
		K.G5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes	K.G5 Model shapes in the world by building shapes from components and drawing shapes	
		K.G6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	K.G6 Compose larger shapes from simple shapes	
**Fluency	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	K.OA5 Fluently add and subtract within 5**	K.OA5 Add accurately within 5	
			K.OA5 Subtract accurately within 5	
Literacy of Math	Craft and Structure	RST4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	K.RST4 With prompting and support, ask and answer questions about unknown words in a text	
	Integration of Knowledge and Ideas	RST7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	K.RST7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	
	Text Types and Purposes	WHST2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	K.WHST2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	
Mathematical Practices			MP1 Make sense of problems and persevere in solving them	
			MP2 Reason abstractly and quantitatively	
			MP3 Construct viable arguments and critique the reasoning of others	
			MP4 Model with mathematics	
			MP5 Use appropriate tools strategically	
			MP6 Attend to precision	
			MP7 Look for and make use of structure	
			MP8 Look for and express regularity in repeated reasoning	