

Preschool

Counting & Cardinality:
Know number names
and the count
sequence. [P.CC.A](#)

1 Count up to at least 5 by ones. [P.CC.A.1](#)

Counting & Cardinality:
Recognize the number
of objects in a small
set. [P.CC.B](#)

2 Instantly recognize, without counting, small quantities of up to at least three objects and indicate the number. [P.CC.B.2](#)

Counting & Cardinality:
Understand the
relationship between
numbers and
quantities. [P.CC.C](#)

3 Identify the number names in order when counting, pairing one number word that corresponds with one object, up to at least 5. [P.CC.C.3](#)

4 Use the number name of the last object counted to answer “How many?” questions for up to at least 5 objects. [P.CC.C.4](#)

5 Accurately count as many as three objects in a scattered configuration or out of a collection of more than four objects. [P.CC.C.5](#)

6 Understand that each successive number name refers to a quantity that is one larger. [P.CC.C.6](#)

Counting & Cardinality:
Compare
numbers. [P.CC.D](#)

7 Identify whether the number of objects in one group is more than, less than, or the same as the number objects in another group. [P.CC.D.7](#)

a Groups should be small and differences should be clear. [P.CC.D.7.A](#)

b Example comparisons include 1 vs. 4, 5 vs. 2, and 3 vs. 3 (EE.K.CC.6). [P.CC.D.7.B](#)

8 Identify and use numbers related to order or position from first to at least third. [P.CC.D.8](#)

Counting & Cardinality:
Associate a quantity
with written numerals
up to 5 and begin to
write numbers. [P.CC.E](#)

9 Associate a number of objects within a written numeral up to at least 3. [P.CC.E.9](#)

10 Recognize and, with support or assistive technology, write some numerals or an approximation of a numeral up to at least 3. [P.CC.E.10](#)

**Operations & Algebraic
Thinking: Understand
addition as adding to**

1 Represent addition and subtraction in different ways, such as fingers, objects, and drawings, to add “one more” or “take away one.” (EE.K.OA.1). [P.OA.A.1](#)

and understand subtraction as taking away from. [P.OA.A](#)

2 Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least two, to or from, a given number to find a sum or difference up to at least 5. [P.OA.A.2](#)

- a** Examples: “If you have one block and I give you one more, how many will you have?” “If you have three cookies and eat two, how many will you have left?” [P.OA.A.2.A](#)

3 Begin to use counting on (adding 1 or 2, for example) from the larger number for addition. [P.OA.A.3](#)

Operations & Algebraic Thinking: Understand simple patterns. [P.OA.B](#)

4 Recognize a simple pattern by touching, pointing, or saying the pattern in sequence without skipping elements. [P.OA.B.4](#)

5 Duplicate simple patterns in the same location as demonstrated. [P.OA.B.5](#)

- a** Extend simple patterns. Example: Copy an ABAB pattern and extend it to ABABAB. [P.OA.B.5.A](#)

6 Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. [P.OA.B.6](#)

Measurement & Data: Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons. [P.MD.A](#)

1 Indicate an understanding of comparative language, such as shortest, heavier, biggest, or later. [P.MD.A.1](#)

2 Compare or order up to at least three objects based on their measurable attributes, such as height or weight. [P.MD.A.2](#)

3 Measure using the same unit, such as putting together snap cubes, to see how tall a book is. [P.MD.A.3](#)

Geometry: Identify, describe, compare, and compose shapes. [P.G.A](#)

1 Indicate an understanding (e.g., by naming or sorting) of differences of shapes in terms of length of sides, number of sides, and number of angles/corners. [P.G.A.1](#)

2 Identify basic shapes (circle, square, rectangle, triangle) having the same orientation and size. [P.G.A.2](#)

3 Sort two- and three-dimensional shapes and objects in different sizes based on a countable or measurable attribute (e.g., number of sides, corners). [P.G.A.3](#)

4 Compose simple shapes to form larger shapes. [P.G.A.4](#)

Geometry: Explore the positions of objects in space. [P.G.B](#)

5 Indicate an understanding of language related to directionality, order, and the position of objects, including up/down and in front/behind. [P.G.B.5](#)

6 Correctly follow directions involving their own position in space, such as “stand up” and “move forward.” [P.G.B.6](#)