

Grade K

Number and Operation Sense NOS

A KNOW NUMBER NAMES AND THE COUNT SEQUENCE. K.NOS.A

- 1 Count to 100 by ones and by tens. K.NOS.A.1
- 2 Count forward from any given number within 100. K.NOS.A.2
- 3 Count backwards from any given number within 20. K.NOS.A.3
- 4 Write numbers from 0 to 20. K.NOS.A.4
- 5 Represent a number of objects with a written numeral within 20 (with 0 representing a count of no objects). K.NOS.A.5

B COUNT TO TELL THE NUMBER OF OBJECTS. K.NOS.B

- 6 Use the relationship between numbers and quantities within 20 to count objects with one-to-one correspondence (arranged in a line, a rectangular array, a circle, or as many as 10 things in scatter configuration) and verbalize that the last number stated is the total when asked “How many?” (cardinality). K.NOS.B.6
- 7 When counting objects within 20, recognize that each successive number name refers to a quantity that is one larger. K.NOS.B.7
- 8 Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns within 6 and familiar patterns within 10. K.NOS.B.8

C DEVELOP FOUNDATIONS FOR PLACE VALUE. K.NOS.C

- 9 Understand 10 as a group, collection, or bundle of ten ones called a “ten.” K.NOS.C.9
 - a Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., $13 = 10 + 3$). K.NOS.C.9.A
 - b Describe a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones). K.NOS.C.9.B
- 10 Compare two quantities within 20 using greater than, equal to, or less than, with objects, location on number paths, and written numerals. K.NOS.C.10

D DECOMPOSE NUMBERS. K.NOS.D

- 11 Decompose numbers within 10 in more than one way, by using objects or drawings, and record each decomposition with a drawing or equation (e.g., $10 = 4 + 6$ and $10 = 4 + 5 + 1$). K.NOS.D.11

Algebraic Thinking AT

A SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION. K.AT.A

- 1 Represent addition and subtraction situations (presented with numerals or mathematical symbols) within 10 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, using verbal explanations, and/or writing expressions and equations. **K.AT.A.1**
- 2 Solve addition and subtraction problems in context (add to, take from, put together/take apart) within 10 and represent by using objects, drawings, and/or equations. **K.AT.A.2**

B UNDERSTAND REPEATING PATTERNS. **K.AT.B**

- 3 Identify, extend, and create repeating patterns (AABAAB, ABCABC, or AABBC) using concrete objects, drawings, sounds, or movements. **K.AT.B.3**

**Geometric Reasoning
and Measurement** **GR****A DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.** **K.GR.A**

- 1 Describe measurable attributes of an object such as length, height, weight, and capacity using appropriate vocabulary (e.g. long, short, tall, heavy, light, wide, narrow, full, empty). **K.GR.A.1**
- 2 Directly compare two objects with a measurable attribute in common, using words such as “greater/less,” “more/fewer,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.” **K.GR.A.2**
- 3 Order up to 3 objects by a measurable attribute (e.g. greatest to least in height). **K.GR.A.3**

B WORK WITH TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES. **K.GR.B**

- 4 Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. **K.GR.B.4**
- 5 Identify and describe given shapes and shapes of objects in everyday situations including two-dimensional shapes (circle, triangle, rectangle, square, hexagon) and three-dimensional shapes (cone, cube, cylinder, and sphere) regardless of their orientation or overall size. **K.GR.B.5**
- 6 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). **K.GR.B.6**
- 7 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, edges, and vertices/“corners”) and other attributes (e.g., having sides of equal length). **K.GR.B.7**
- 8 Draw two dimensional shapes and build or create models of three-dimensional shapes. **K.GR.B.8**
- 9 Compose simple shapes to form larger shapes (e.g. join two triangles with full sides touching to compose a rectangle). **K.GR.B.9**

**Reasoning with Data
and Statistics** **DS****A CLASSIFY OBJECTS INTO CATEGORIES TO REPRESENT DATA.** **K.DS.A**

- 1 Organize data by classifying objects into given categories and counting the number of objects in each category (Limit the total in any one category to maximum of 20). **K.DS.A.1**
- 2 Analyze data sets by ordering the categories by count. **K.DS.A.2**