Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Mathematics		
Grade K		
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP1** - Make sense of problems and persevere in solving them.	**MP.1.** - Make sense of problems and persevere in solving them.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP2** - Reason abstractly and quantitatively.	**MP.2.** - Reason abstractly and quantitatively.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.

CATEGORY / CLUSTER:		
CCSS.Math.Practice.MP3 - Construct viable arguments and critique the reasoning of others.	**MP.3.** - Construct viable arguments and critique the reasoning of others.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP4** - Model with mathematics.	**MP.4.** - Model with mathematics.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP5** - Use appropriate tools strategically.	**MP.5.** - Use appropriate tools strategically.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure.

		CC.MP.5. - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP6** - Attend to precision.	**MP.6.** - Attend to precision.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP7** - Look for and make use of structure.	**MP.7.** - Look for and make use of structure.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: **CCSS.Math.Practice.MP8** - Look for and express regularity in repeated reasoning.	**MP.8.** - Look for and express regularity in repeated reasoning.	**CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

		CC.MP.3. - Use appropriate tools strategically.
		CC.MP.4. - Look for and make use of structure.
		CC.MP.5. - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics.
		CC.MP.7. - Attend to precision.
		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.CC.A.1** - Count to 100 by ones and by tens.	**K.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.1.** - Know number names and write and recite the count sequence.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.

	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
STANDARD: **CCSS.Math.Content.K.CC.A.2** - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**K.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.1.** - Know number names and write and recite the count sequence.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.

	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.
	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
STANDARD: **CCSS.Math.Content.K.CC.A.3** - 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.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.1.** - Know number names and write and recite the count sequence.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.

	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.
	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
EXPECTATION: **CCSS.Math.Content.K.CC.B.4a** - 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.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.2.** - Apply one-to-one correspondence to count the number of objects.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.CC.4.a. - 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.	CC.MP.3. - Use appropriate tools strategically.
	K.CC.4.b. - 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.	CC.MP.4. - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	CC.MP.5. - Reason abstractly and quantitatively.
	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.	CC.MP.6. - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	CC.MP.7. - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	CC.MP.8. - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
EXPECTATION: **CCSS.Math.Content.K.CC.B.4b** - 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.CC.1. - Count to 100 by ones and by tens.	CC.2.1.K.A.2. - Apply one-to-one correspondence to count the number of objects.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	CC.MP.1. - Make sense of problems and persevere in solving them.

	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.
	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
EXPECTATION: **CCSS.Math.Content.K.CC.B.4c** - Understand	**K.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.1.** - Know number names and write and recite the count sequence.

that each successive number name refers to a quantity that is one larger.	**K.CC.2.** - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.	
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.	
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.	
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.	
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.	
	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.	**CC.MP.6.** - Model with mathematics.	
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.	
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.	
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		

STANDARD: **CCSS.Math.Content.K.CC.B.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.	**K.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.2.** - Apply one-to-one correspondence to count the number of objects.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.
	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.

	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
STANDARD: **CCSS.Math.Content.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, e.g., by using matching and counting strategies.	**K.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.3.** - Apply the concept of magnitude to compare numbers and quantities.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.
	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.	**CC.MP.6.** - Model with mathematics.

	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
STANDARD: **CCSS.Math.Content.K.CC.C.7** - Compare two numbers between 1 and 10 presented as written numerals.	**K.CC.1.** - Count to 100 by ones and by tens.	**CC.2.1.K.A.3.** - Apply the concept of magnitude to compare numbers and quantities.
	K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.CC.3. - 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).	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.

	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
STANDARD: **CCSS.Math.Content.K.OA.A.1** - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**K.NBT.1.** - 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.	**CC.2.2.K.A.1.** - Extend the concepts of putting together and taking apart to add and subtract within 10.
	K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.OA.3. - 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).	**CC.MP.3.** - Use appropriate tools strategically.
	K.OA.4. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.OA.5. - Fluently add and subtract within 5.	**CC.MP.5.** - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.OA.A.2** - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**K.NBT.1.** - 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.	**CC.2.2.K.A.1.** - Extend the concepts of putting together and taking apart to add and subtract within 10.
	K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.OA.3. - 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).	**CC.MP.3.** - Use appropriate tools strategically.
	K.OA.4. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.OA.5. - Fluently add and subtract within 5.	**CC.MP.5.** - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.OA.A.3** - 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.NBT.1.** - 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.	**CC.2.1.K.B.1.** - Use place value to compose and decompose numbers within 19.
	K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.OA.3. - 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).	CC.MP.3. - Use appropriate tools strategically.
	K.OA.4. - 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.	CC.MP.4. - Look for and make use of structure.
	K.OA.5. - Fluently add and subtract within 5.	CC.MP.5. - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.OA.A.4** - 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.NBT.1. - 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.	CC.2.1.K.B.1. - Use place value to compose and decompose numbers within 19.
	K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	CC.MP.1. - Make sense of problems and persevere in solving them.
	K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	CC.MP.2. - Construct viable arguments and critique the reasoning of others.

	K.OA.3. - 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).	**CC.MP.3.** - Use appropriate tools strategically.
	K.OA.4. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.OA.5. - Fluently add and subtract within 5.	**CC.MP.5.** - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.OA.A.5** - Fluently add and subtract within 5.	**K.NBT.1.** - 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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**CC.MP.3.** - Use appropriate tools strategically.

	K.OA.3. - 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).	**CC.MP.4.** - Look for and make use of structure.
	K.OA.4. - 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.	**CC.MP.5.** - Reason abstractly and quantitatively.
	K.OA.5. - Fluently add and subtract within 5.	**CC.MP.6.** - Model with mathematics.
		CC.MP.7. - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.NBT.A.1** - 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 (such as 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.NBT.1.** - 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.	**CC.2.1.K.B.1.** - Use place value to compose and decompose numbers within 19.
	K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.OA.3. - 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).	**CC.MP.3.** - Use appropriate tools strategically.
	K.OA.4. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.OA.5. - Fluently add and subtract within 5.	**CC.MP.5.** - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.MD.A.1** - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**K.MD.1.** - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**CC.2.4.K.A.1.** - Describe and compare attributes of length, area, weight, and capacity of everyday objects.
	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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
		CC.MP.2. - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically.
		CC.MP.4. - Look for and make use of structure.
		CC.MP.5. - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. **CC.MP.7.** - Attend to precision.

		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.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. For example, directly compare the heights of two children and describe one child as taller/shorter.	**K.MD.1.** - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **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.	**CC.2.4.K.A.1.** - Describe and compare attributes of length, area, weight, and capacity of everyday objects. **CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others. **CC.MP.3.** - Use appropriate tools strategically. **CC.MP.4.** - Look for and make use of structure. **CC.MP.5.** - Reason abstractly and quantitatively. **CC.MP.6.** - Model with mathematics. **CC.MP.7.** - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.MD.B.3** - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**K.CC.1.** - Count to 100 by ones and by tens. **K.CC.2.** - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.3.** - 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).	**CC.2.4.K.A.4.** - Classify objects and count the number of objects in each category. **CC.MP.1.** - Make sense of problems and persevere in solving them. **CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.CC.4.a. - 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.	**CC.MP.3.** - Use appropriate tools strategically.
	K.CC.4.b. - 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.	**CC.MP.4.** - Look for and make use of structure.
	K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.	**CC.MP.5.** - Reason abstractly and quantitatively.
	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.	**CC.MP.6.** - Model with mathematics.
	K.CC.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, e.g., by using matching and counting strategies.	**CC.MP.7.** - Attend to precision.
	K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.	**CC.MP.8.** - Look for and express regularity in repeated reasoning.
	K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
STANDARD: **CCSS.Math.Content.K.G.A.1** - 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.G.1.** - 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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.G.2. - Correctly name shapes regardless of their orientations or overall size.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.

	K.G.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**CC.MP.3.** - Use appropriate tools strategically.
	K.G.4. - 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).	**CC.MP.4.** - Look for and make use of structure.
	K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**CC.MP.5.** - Reason abstractly and quantitatively.
	K.G.6. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**CC.MP.6.** - Model with mathematics.
		CC.MP.7. - Attend to precision. **CC.MP.8.** - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.G.A.2** - Correctly name shapes regardless of their orientations or overall size.	**K.G.1.** - 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.	**CC.2.3.K.A.1.** - Identify and describe two- and three-dimensional shapes.
	K.G.2. - Correctly name shapes regardless of their orientations or overall size.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.G.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.G.4. - 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).	**CC.MP.3.** - Use appropriate tools strategically.

	K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	CC.MP.4. - Look for and make use of structure.
	K.G.6. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	CC.MP.5. - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics.
		CC.MP.7. - Attend to precision.
		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.G.A.3** - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**K.G.1.** - 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.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.G.2. - Correctly name shapes regardless of their orientations or overall size.	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.G.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**CC.MP.3.** - Use appropriate tools strategically.
	K.G.4. - 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).	**CC.MP.4.** - Look for and make use of structure.
	K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**CC.MP.5.** - Reason abstractly and quantitatively.
	K.G.6. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**CC.MP.6.** - Model with mathematics.
		CC.MP.7. - Attend to precision.

		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.G.B.4** - 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.G.1.** - 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.	**CC.2.3.K.A.1.** - Identify and describe two- and three-dimensional shapes.
	K.G.2. - Correctly name shapes regardless of their orientations or overall size.	**CC.MP.1.** - Make sense of problems and persevere in solving them.
	K.G.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**CC.MP.2.** - Construct viable arguments and critique the reasoning of others.
	K.G.4. - 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).	**CC.MP.3.** - Use appropriate tools strategically.
	K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**CC.MP.4.** - Look for and make use of structure.
	K.G.6. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**CC.MP.5.** - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics.
		CC.MP.7. - Attend to precision.
		CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.G.B.5** - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**K.G.1.** - 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.	**CC.2.3.K.A.2.** - Analyze, compare, create, and compose two- and three-dimensional shapes.
	K.G.2. - Correctly name shapes regardless of their orientations or overall size.	**CC.MP.1.** - Make sense of problems and persevere in solving them.

	K.G.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	CC.MP.2. - Construct viable arguments and critique the reasoning of others.
	K.G.4. - 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).	CC.MP.3. - Use appropriate tools strategically.
	K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	CC.MP.4. - Look for and make use of structure.
	K.G.6. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	CC.MP.5. - Reason abstractly and quantitatively.
		CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: **CCSS.Math.Content.K.G.B.6** - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	K.G.1. - 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.	CC.MP.1. - Make sense of problems and persevere in solving them.
	K.G.2. - Correctly name shapes regardless of their orientations or overall size.	CC.MP.2. - Construct viable arguments and critique the reasoning of others.
	K.G.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	CC.MP.3. - Use appropriate tools strategically.

		K.G.4. - 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).	CC.MP.4. - Look for and make use of structure.
		K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	CC.MP.5. - Reason abstractly and quantitatively.
		K.G.6. - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	CC.MP.6. - Model with mathematics.
			CC.MP.7. - Attend to precision.
			CC.MP.8. - Look for and express regularity in repeated reasoning.