## Main Criteria: Common Core State Standards Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards Subject: Mathematics Grade: K

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Mathematics		
Grade K		
CATEGORY / CLUSTER:	MP.1 Make sense of problems and persevere	CC.MP.1 Make sense of problems and
CCSS.Math.Practice.MP1 - Make sense of	in solving them.	persevere in solving them.
problems and persevere in solving them.		<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.
		<b>CC.MP.3.</b> - Use appropriate tools strategically.
		<b>CC.MP.4.</b> - 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:	<b>MP.2.</b> - Reason abstractly and quantitatively.	CC.MP.1 Make sense of problems and
CCSS.Math.Practice.MP2 - Reason abstractly		persevere in solving them.
and quantitatively.		CC.MP.2 Construct viable arguments and
		critique the reasoning of others.
		<b>CC.MP.3.</b> - Use appropriate tools strategically.
		<b>CC.MP.4.</b> - 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:	MP.3 Construct viable arguments and critique	CC.MP.1 Make sense of problems and
CCSS.Math.Practice.MP3 - Construct viable	the reasoning of others.	persevere in solving them.
arguments and critique the reasoning of others.		<b>CC.MP.2.</b> - Construct viable arguments and
		critique the reasoning of others.
		<b>CC.MP.3.</b> - 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:	MP.4 Model with mathematics.	CC.MP.1 Make sense of problems and
CCSS.Math.Practice.MP4 - Model with		persevere in solving them.
mathematics.		<b>CC.MP.2.</b> - Construct viable arguments and
		critique the reasoning of others.
		<b>CC.MP.3.</b> - 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
CATEGORY / CLUSTER:	MD 5 Llos approprieto toplo atratogically	repeated reasoning.
	<b>MP.5.</b> - Use appropriate tools strategically.	CC.MP.1 Make sense of problems and
CCSS.Math.Practice.MP5 - Use appropriate		persevere in solving them. <b>CC.MP.2.</b> - Construct viable arguments and
tools strategically.		critique the reasoning of others.
		<b>CC.MP.3.</b> - Use appropriate tools strategically.
		Co.m Ose appropriate tools strategically.
		CC.MP.4 Look for and make use of structure.
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		<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics. <b>CC.MP.7.</b> - Attend to precision.
		<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: CCSS.Math.Practice.MP6 - Attend to precision.	MP.6 Attend to precision.	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them.
CCSS.Math.Fractice.MF0 - Attend to precision.		CC.MP.2 Construct viable arguments and
		critique the reasoning of others. <b>CC.MP.3.</b> - Use appropriate tools strategically.
		<b>CC.MP.4.</b> - Look for and make use of structure.
		<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics.
		<b>CC.MP.7.</b> - Attend to precision. <b>CC.MP.8.</b> - Look for and express regularity in
		repeated reasoning.
CATEGORY / CLUSTER: CCSS.Math.Practice.MP7 - Look for and make	<b>MP.7.</b> - Look for and make use of structure.	<b>CC.MP.1.</b> - Make sense of problems and
use of structure.		persevere in solving them. CC.MP.2 Construct viable arguments and
		critique the reasoning of others.
		<b>CC.MP.3.</b> - Use appropriate tools strategically.
		CC.MP.4 Look for and make use of structure.
		<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics. <b>CC.MP.7.</b> - Attend to precision.
		<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER:	MP.8 Look for and express regularity in	CC.MP.1 Make sense of problems and
CCSS.Math.Practice.MP8 - Look for and	repeated reasoning.	persevere in solving them.
express regularity in repeated reasoning.		<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.

		<b>CC.MP.3.</b> - Use appropriate tools strategically.
		CC.MP.4 Look for and make use of structure.
		<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics.
		<b>CC.MP.7.</b> - Attend to precision. <b>CC.MP.8.</b> - Look for and express regularity in
		repeated reasoning.
STANDARD: CCSS.Math.Content.K.CC.A.1 - Count to 100 by ones and by tens.	<b>K.CC.1.</b> - Count to 100 by ones and by tens.	<b>CC.2.1.K.A.1.</b> - Know number names and write and recite the count sequence.
	5 5 S	CC.MP.1 Make sense of problems and
	number within the known sequence (instead of having to begin at 1).	persevere in solving them.
		CC.MP.2 Construct viable arguments and
	Represent a number of objects with a written	critique the reasoning of others.
	numeral 0-20 (with 0 representing a count of no objects).	
	K.CC.4.a When counting objects, say the	CC.MP.3 Use appropriate tools strategically.
	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.4.b Understand that the last number	CC.MP.4 Look for and make use of structure.
	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.5 Reason abstractly and quantitatively.
	number name refers to a quantity that is one	
1	larger.	l l

	<ul> <li>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.</li> <li>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.</li> </ul>	<b>CC.MP.6.</b> - Model with mathematics. <b>CC.MP.7.</b> - Attend to precision.
	<ul> <li>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
STANDARD: <b>CCSS.Math.Content.K.CC.A.2</b> - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<ul> <li>K.CC.1 Count to 100 by ones and by tens.</li> <li>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>K.CC.3 Write numbers from 0 to 20.</li> <li>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> </ul>	<ul> <li>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</li> <li>CC.MP.1 Make sense of problems and persevere in solving them.</li> <li>CC.MP.2 Construct viable arguments and critique the reasoning of others.</li> </ul>
	<b>K.CC.4.a.</b> - 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.	<b>CC.MP.3.</b> - Use appropriate tools strategically.
	<b>K.CC.4.b.</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.	<b>CC.MP.4.</b> - Look for and make use of structure.

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

	<b>K.CC.4.b.</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.	<b>CC.MP.4.</b> - Look for and make use of structure.
	<b>K.CC.4.c.</b> - Understand that each successive number name refers to a quantity that is one larger.	CC.MP.5 Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics.
	<b>K.CC.6.</b> - 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.	<b>CC.MP.7.</b> - Attend to precision.
	<ul> <li>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
EXPECTATION: CCSS.Math.Content.K.CC.B.4a - When counting objects, say the number names in the	K.CC.1 Count to 100 by ones and by tens.	<b>CC.2.1.K.A.2.</b> - Apply one-to-one correspondence to count the number of objects.
	° ° °	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them.
		<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.

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

	<b>K.CC.3.</b> - 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).	<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.
		<b>CC.MP.3.</b> - Use appropriate tools strategically.
	,	<b>CC.MP.4.</b> - Look for and make use of structure.
		CC.MP.5 Reason abstractly and quantitatively.
	5	<b>CC.MP.6.</b> - Model with mathematics.
	<b>K.CC.6.</b> - 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.	<b>CC.MP.7.</b> - Attend to precision.
	<ul> <li>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
EXPECTATION: CCSS.Math.Content.K.CC.B.4c - Understand	5	<b>CC.2.1.K.A.1.</b> - Know number names and write and recite the count sequence.

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

STANDARD: CCSS.Math.Content.K.CC.B.5 -	K.CC.1 Count to 100 by ones and by tens.	CC.2.1.K.A.2 Apply one-to-one
Count to answer "how many?" questions about		correspondence to count the number of objects.
as many as 20 things arranged in a line, a		
rectangular array, or a circle, or as many as 10	<b>K.CC.2.</b> - Count forward beginning from a given	CC.MP.1 Make sense of problems and
things in a scattered configuration; given a		persevere in solving them.
number from 1-20, count out that many objects.	having to begin at 1).	
	K.CC.3 Write numbers from 0 to 20.	<b>CC.MP.2.</b> - Construct viable arguments and
	Represent a number of objects with a written	critique the reasoning of others.
	numeral 0-20 (with 0 representing a count of no	
	objects).	
	K.CC.4.a When counting objects, say the	<b>CC.MP.3.</b> - Use appropriate tools strategically.
	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.	
		<b>CC.MP.4.</b> - Look for and make use of structure.
	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.	
		<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
	number name refers to a quantity that is one	
	larger.	
	,	<b>CC.MP.6.</b> - Model with mathematics.
	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.	
	<b>K.CC.6.</b> - Identify whether the number of objects	ULINIF. 1 Attend to precision.
	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.	
	<b>K.CC.7.</b> - Compare two numbers between 1 and	CC MP 8 - Look for and express regularity in
		repeated reasoning.
1	ro presenteu as writterr numerais.	repeated reasoning.

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

	<b>K.CC.6.</b> - 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.	<b>CC.MP.7.</b> - Attend to precision.
	<ul> <li>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
STANDARD: CCSS.Math.Content.K.CC.C.7 - Compare two numbers between 1 and 10 presented as written numerals.		<b>CC.2.1.K.A.3.</b> - Apply the concept of magnitude to compare numbers and quantities.
presented as written numerals.	° ° °	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them.
	K.CC.3 Write numbers from 0 to 20.	<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.
	<b>K.CC.4.a.</b> - 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	<b>CC.MP.3.</b> - Use appropriate tools strategically.
	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	<b>CC.MP.4.</b> - Look for and make use of structure.
	were counted. <b>K.CC.4.c.</b> - Understand that each successive number name refers to a quantity that is one larger.	<b>CC.MP.5.</b> - Reason abstractly and quantitatively.

	<ul> <li>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.</li> <li>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.</li> </ul>	<b>CC.MP.6.</b> - Model with mathematics. <b>CC.MP.7.</b> - Attend to precision.
	<ul> <li>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
STANDARD: <b>CCSS.Math.Content.K.OA.A.1</b> - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and	<b>CC.2.2.K.A.1.</b> - Extend the concepts of putting together and taking apart to add and subtract within 10.
	<b>K.OA.1.</b> - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them.
	<b>K.OA.2.</b> - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.

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

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

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

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

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

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

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

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. <b>K.CC.4.b.</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	<b>CC.MP.4.</b> - Look for and make use of structure.
<b>K.CC.4.c.</b> - Understand that each successive number name refers to a quantity that is one	CC.MP.5 Reason abstractly and quantitatively.
<b>K.CC.5.</b> - 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.	<b>CC.MP.6.</b> - Model with mathematics.
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.	
<ul> <li>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
<ul> <li>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.</li> <li>K.G.2 Correctly name shapes regardless of</li> </ul>	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them. <b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.
	<ul> <li>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.</li> <li>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.</li> <li>K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.</li> <li>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.</li> <li>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.</li> <li>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> <li>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.</li> <li>K.G.2 Correctly name shapes regardless of</li> </ul>

	(lying in a plane, "flat") or three-dimensional ("solid").	<b>CC.MP.3.</b> - Use appropriate tools strategically. <b>CC.MP.4.</b> - Look for and make use of structure.
	<b>K.G.5.</b> - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics.
	5	<b>CC.MP.7.</b> - Attend to precision.
		<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
STANDARD: CCSS.Math.Content.K.G.A.2 -	K.G.1 Describe objects in the environment	CC.2.3.K.A.1 Identify and describe two- and
Correctly name shapes regardless of their orientations or overall size.	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.	three-dimensional shapes.
		CC.MP.1 Make sense of problems and
	their orientations or overall size.	persevere in solving them.
	<b>K.G.3.</b> - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	<b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.
	, ,	<b>CC.MP.3.</b> - Use appropriate tools strategically.

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

		<b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
STANDARD: <b>CCSS.Math.Content.K.G.B.4</b> - 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).	relative positions of these objects using terms such as above, below, beside, in front of,	<b>CC.2.3.K.A.1.</b> - Identify and describe two- and three-dimensional shapes.
	<ul> <li>K.G.2 Correctly name shapes regardless of their orientations or overall size.</li> <li>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> </ul>	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them. <b>CC.MP.2.</b> - Construct viable arguments and critique the reasoning of others.
	<b>K.G.4.</b> - 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).	<b>CC.MP.3.</b> - Use appropriate tools strategically.
	<b>K.G.5.</b> - 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.
	, <b>,</b> ,	<b>CC.MP.5.</b> - Reason abstractly and quantitatively.
		<b>CC.MP.6.</b> - Model with mathematics. <b>CC.MP.7.</b> - Attend to precision. <b>CC.MP.8.</b> - Look for and express regularity in repeated reasoning.
STANDARD: <b>CCSS.Math.Content.K.G.B.5</b> - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>K.G.1.</b> - 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.	<b>CC.2.3.K.A.2.</b> - Analyze, compare, create, and compose two- and three-dimensional shapes.
	<b>K.G.2.</b> - Correctly name shapes regardless of their orientations or overall size.	<b>CC.MP.1.</b> - Make sense of problems and persevere in solving them.

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

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