Common Core Skill Alignment

KINDERGARTEN: KINDERGARTEN

K.CC Counting and Cardinality

K.CC.A Know number names and the count sequence.

K.CC.A.1 Count to 100 by ones and by tens.

- [ ] **A.2** Learn to count to 3
- [ ] **A.3** Count pictures - up to 3
- [ ] **A.6** Count on ten frames - up to 3
- [ ] **B.2** Learn to count to 5
- [ ] **B.3** Count pictures - up to 5
- [ ] **B.9** Count on ten frames - up to 5
- [ ] **C.2** Learn to count to 10
- [ ] **C.3** Count pictures - up to 10
- [ ] **C.4** Count dots - up to 10
- [ ] **C.8** Count blocks - up to 10
- [ ] **C.12** Count on ten frames - up to 10
- [ ] **D.2** Count to 20
- [ ] **D.3** Count dots - 0 to 20
- [ ] **D.4** Count on ten frames - up to 20
- [ ] **D.16** Count blocks - up to 20
- [ ] **D.17** Count tens and ones - up to 20
- [ ] **E.1** Count on ten frames - up to 30
- [ ] **E.2** Count groups of ten
- [ ] **E.3** Count to 100
- [ ] **E.4** Counting on the hundred chart
- [ ] **E.6** Count blocks - up to 30
- [ ] **E.7** Count tens and ones - up to 30

- [ ] **E.9** Count blocks - up to 100
- [ ] **F.6** Learn to skip-count by tens
- [ ] **F.7** Skip-count by tens

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

- [ ] **C.22** Count up - up to 10
- [ ] **C.28** Count forward - up to 10
- [ ] **C.31** Complete a sequence - up to 10
- [ ] **D.7** Count up - up to 20
- [ ] **D.12** Count forward - up to 20

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).

- [ ] **A.3** Count pictures - up to 3
- [ ] **A.6** Count on ten frames - up to 3
- [ ] **B.3** Count pictures - up to 5
- [ ] **B.9** Count on ten frames - up to 5
- [ ] **C.3** Count pictures - up to 10
- [ ] **C.4** Count dots - up to 10
- [ ] **C.8** Count blocks - up to 10
- [ ] **C.12** Count on ten frames - up to 10
- [ ] **C.30** Names of numbers - up to 10
- [ ] **D.2** Count to 20
- [ ] **D.3** Count dots - 0 to 20
- [ ] **D.4** Count on ten frames - up to 20
- [ ] **D.14** Names of numbers - up to 20
- [ ] **D.16** Count blocks - up to 20

K.CC.B Count to tell the number of objects.

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

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.

- [ ] **A.2** Learn to count to 3
- [ ] **A.3** Count pictures - up to 3
- [ ] **A.5** Count using stickers - up to 3
- [ ] **A.6** Count on ten frames - up to 3
- [ ] **A.7** Show numbers on ten frames - up to 3
- [ ] **B.2** Learn to count to 5
- [ ] **B.3** Count pictures - up to 5
- [ ] **B.6** Count using stickers - up to 5
- [ ] **B.9** Count on ten frames - up to 5
- [ ] **B.10** Show numbers on ten frames - up to 5
- [ ] **C.2** Learn to count to 10
- [ ] **C.3** Count pictures - up to 10
- [ ] **C.4** Count dots - up to 10
- [ ] **C.9** Count using stickers - up to 10
- [ ] **C.12** Count on ten frames - up to 10
- [ ] **C.13** Show numbers on ten frames - up to 10
- [ ] **D.2** Count to 20
- [ ] **D.3** Count dots - 0 to 20
- [ ] **D.4** Count on ten frames - up to 20
- [ ] **D.5** Show numbers on ten frames - up to 20

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.

- [ ] **A.2** Learn to count to 3
- [ ] **A.8** Represent numbers with pictures - up to 3
- [ ] **B.2** Learn to count to 5
- [ ] **B.11** Represent numbers with pictures - up to 5

- [ ] **C.2** Learn to count to 10
- [ ] **C.14** Represent numbers - up to 10
- [ ] **D.6** Represent numbers - up to 20

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.

- [ ] **B.13** One more with pictures - up to 5
- [ ] **B.14** One more on frames - up to 5
- [ ] **B.15** One more - up to 5
- [ ] **C.15** One more with pictures - up to 10
- [ ] **C.16** One more on frames - up to 10
- [ ] **C.17** One more - up to 10

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.

- [ ] **A.3** Count pictures - up to 3
- [ ] **A.4** Count shapes - up to 3
- [ ] **A.5** Count using stickers - up to 3
- [ ] **A.6** Count on ten frames - up to 3
- [ ] **A.7** Show numbers on ten frames - up to 3
- [ ] **A.8** Represent numbers with pictures - up to 3
- [ ] **A.9** Represent numbers with shapes - up to 3
- [ ] **B.3** Count pictures - up to 5
- [ ] **B.4** Count shapes in rows - up to 5
- [ ] **B.5** Count scattered shapes - up to 5
- [ ] **B.6** Count using stickers - up to 5
- [ ] **B.7** Count cubes - up to 5
- [ ] **B.8** Show numbers with cubes - up to 5
- [ ] **B.9** Count on ten frames - up to 5
- [ ] **B.10** Show numbers on ten frames - up to 5

- [ ] **B.11** Represent numbers with pictures - up to 5
- [ ] **B.12** Represent numbers with shapes - up to 5
- [ ] **C.3** Count pictures - up to 10
- [ ] **C.4** Count dots - up to 10
- [ ] **C.5** Count shapes in rows - up to 10
- [ ] **C.6** Count scattered shapes - up to 10
- [ ] **C.7** Count shapes in rings - up to 10
- [ ] **C.9** Count using stickers - up to 10
- [ ] **C.10** Count cubes - up to 10
- [ ] **C.11** Show numbers with cubes - up to 10
- [ ] **C.12** Count on ten frames - up to 10
- [ ] **C.13** Show numbers on ten frames - up to 10
- [ ] **C.14** Represent numbers - up to 10
- [ ] **D.2** Count to 20
- [ ] **D.3** Count dots - 0 to 20
- [ ] **D.4** Count on ten frames - up to 20
- [ ] **D.5** Show numbers on ten frames - up to 20
- [ ] **D.6** Represent numbers - up to 20

K.CC.C Compare numbers.

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.

- [ ] **G.1** Fewer and more - compare by matching
- [ ] **G.2** Fewer and more - compare by counting
- [ ] **G.3** Fewer and more - compare in a mixed group
- [ ] **G.4** Fewer, more, and same
- [ ] **G.5** Are there enough?

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

- [ ] **G.6** Compare two numbers - up to 10

K.OA Operations and Algebraic Thinking

K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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.

- [ ] **I.1** Put together cubes - sums up to 5
- [ ] **I.4** Addition sentences up to 5: which model matches?
- [ ] **I.5** Addition sentences up to 5: what does the model show?
- [ ] **J.1** Put together cubes - sums up to 10
- [ ] **J.4** Addition sentences up to 10: which model matches?
- [ ] **J.5** Addition sentences up to 10: what does the model show?
- [ ] **J.10** Turn words into an addition sentence - sums up to 10
- [ ] **K.1** Take away cubes - numbers up to 5
- [ ] **K.2** Subtract with cubes - numbers up to 5
- [ ] **K.4** Subtraction sentences up to 5: which model matches?
- [ ] **L.1** Take away cubes - numbers up to 10
- [ ] **L.2** Subtract with cubes - numbers up to 10
- [ ] **L.4** Subtraction sentences up to 10: which model matches?
- [ ] **L.8** Turn words into a subtraction sentence - numbers up to 10

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.

- [ ] **I.2** Add with cubes - sums up to 5
- [ ] **I.3** Add with pictures - sums up to 5
- [ ] **I.6** Add two numbers - sums up to 5
- [ ] **I.7** Make a number using addition - sums up to 5

- [ ] **I.8** Complete the addition sentence - sums up to 5
- [ ] **I.9** Addition word problems with pictures - sums up to 5
- [ ] **I.10** Addition word problems - sums up to 5
- [ ] **J.2** Add with cubes - sums up to 10
- [ ] **J.3** Add with pictures - sums up to 10
- [ ] **J.6** Add two numbers - sums up to 10
- [ ] **J.7** Make a number using addition - sums up to 10
- [ ] **J.8** Complete the addition sentence - make 10
- [ ] **J.9** Complete the addition sentence - sums up to 10
- [ ] **J.11** Addition word problems with pictures - sums up to 10
- [ ] **J.12** Addition word problems - sums up to 10
- [ ] **K.2** Subtract with cubes - numbers up to 5
- [ ] **K.3** Subtract with pictures - numbers up to 5
- [ ] **K.5** Subtract - numbers up to 5
- [ ] **K.7** Complete the subtraction sentence - numbers up to 5
- [ ] **K.8** Subtraction word problems with pictures - numbers up to 5
- [ ] **K.9** Subtraction word problems - numbers up to 5
- [ ] **L.2** Subtract with cubes - numbers up to 10
- [ ] **L.3** Subtract with pictures - numbers up to 10
- [ ] **L.5** Subtract - numbers up to 10
- [ ] **L.6** Make a number using subtraction - numbers up to 10
- [ ] **L.7** Complete the subtraction sentence - numbers up to 10
- [ ] **L.9** Subtraction word problems with pictures - numbers up to 10
- [ ] **L.10** Subtraction word problems - numbers up to 10

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).

- [ ] **I.7** Make a number using addition - sums up to 5
- [ ] **I.8** Complete the addition sentence - sums up to 5
- [ ] **J.** Decompose a number up to 10

- [ ] **J.7** Make a number using addition - sums up to 10
- [ ] **J.9** Complete the addition sentence - sums up to 10

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.

- [ ] **C.24** Count to fill a ten frame
- [ ] **J.8** Complete the addition sentence - make 10

K.OA.A.5 Fluently add and subtract within 5.

- [ ] **I.6** Add two numbers - sums up to 5
- [ ] **I.7** Make a number using addition - sums up to 5
- [ ] **I.8** Complete the addition sentence - sums up to 5
- [ ] **K.5** Subtract - numbers up to 5
- [ ] **K.7** Complete the subtraction sentence - numbers up to 5

K.NBT Number and Operations in Base Ten

K.NBT.A Work with numbers 11-19 to gain foundations for place value.

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 (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.

- [ ] **D.17** Count tens and ones - up to 20
- [ ] **D.18** Write tens and ones - up to 20
- [ ] **D.** Make teen numbers: words
- [ ] **D.** Take apart teen numbers: words
- [ ] **D.** Make teen numbers: addition sentences
- [ ] **D.** Take apart teen numbers: addition sentences
- [ ] **D.** Make and take apart teen numbers: addition sentences

K.MD Measurement and Data

K.MD.A Describe and compare measurable attributes.

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

- **T.1** Long and short
- **T.2** Tall and short
- **T.4** Light and heavy
- **T.5** Holds more or less
- **T.6** Compare size, weight, and capacity

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.

- **T.1** Long and short
- **T.2** Tall and short
- **T.3** Wide and narrow
- **T.4** Light and heavy
- **T.5** Holds more or less
- **T.6** Compare size, weight, and capacity

K.MD.B Classify objects and count the number of objects in each category.

K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

- **G.2** Fewer and more - compare by counting
- **G.3** Fewer and more - compare in a mixed group
- **Q.1** Different
- **Q.2** Same

- [ ] **Q.3** Same and different
- [ ] **Q.4** Classify shapes by color
- [ ] **Q.5** Classify and sort by color
- [ ] **Q.6** Classify and sort by shape
- [ ] **Q.7** Classify and sort
- [ ] **Q.8** Classify, sort, and count
- [ ] **Q.9** Count shapes in a Venn diagram
- [ ] **Q.10** Sort shapes into a Venn diagram

K.G Geometry

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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.

- [ ] **N.1** Inside and outside
- [ ] **N.2** Left, middle, and right
- [ ] **N.3** Top, middle, and bottom
- [ ] **N.4** Location in a grid
- [ ] **N.5** Above and below
- [ ] **N.6** Above and below - find solid figures
- [ ] **N.7** Beside and next to
- [ ] **N.8** Beside and next to - find solid figures
- [ ] **W.9** Shapes of everyday objects I
- [ ] **W.10** Shapes of everyday objects II

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

- [ ] **V.1** Name the two-dimensional shape

- [ ] **V.2** Circles
- [ ] **V.3** Triangles
- [ ] **V.4** Squares
- [ ] **V.5** Rectangles
- [ ] **V.6** Hexagons
- [ ] **V.7** Select two-dimensional shapes
- [ ] **W.2** Name the three-dimensional shape
- [ ] **W.3** Spheres
- [ ] **W.4** Cubes
- [ ] **W.5** Cones
- [ ] **W.6** Cylinders
- [ ] **W.7** Select three-dimensional shapes

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

- [ ] **W.1** Flat and solid shapes

K.G.B Analyze, compare, create, and compose shapes.

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).

- [ ] **V.7** Select two-dimensional shapes
- [ ] **V.8** Curved parts
- [ ] **V.9** Count corners
- [ ] **V.10** Square corners
- [ ] **V.11** Count sides
- [ ] **V.12** Equal sides
- [ ] **V.13** Count sides and corners
- [ ] **V.14** Compare sides and corners
- [ ] **W.1** Flat and solid shapes

- [ ] **W.2** Name the three-dimensional shape
- [ ] **W.7** Select three-dimensional shapes
- [ ] **W.8** Identify shapes traced from solids

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.B.6 Compose simple shapes to form larger shapes.

- [ ] **V.17** Compose two-dimensional shapes

Common Core Skill Alignment

KINDERGARTEN: MATHEMATICAL PRACTICES

MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

- **I.10** Addition word problems - sums up to 5
- **J.12** Addition word problems - sums up to 10
- **K.9** Subtraction word problems - numbers up to 5
- **L.10** Subtraction word problems - numbers up to 10

MP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- **C.9** Count using stickers - up to 10
- **D.2** Count to 20

- [ ] **D.4** Count on ten frames - up to 20
- [ ] **D.5** Show numbers on ten frames - up to 20
- [ ] **D.6** Represent numbers - up to 20
- [ ] **D.17** Count tens and ones - up to 20
- [ ] **E.3** Count to 100
- [ ] **G.2** Fewer and more - compare by counting
- [ ] **G.6** Compare two numbers - up to 10
- [ ] **I.4** Addition sentences up to 5: which model matches?
- [ ] **J.4** Addition sentences up to 10: which model matches?
- [ ] **K.4** Subtraction sentences up to 5: which model matches?
- [ ] **L.4** Subtraction sentences up to 10: which model matches?

MP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

- [ ] **G.5** Are there enough?

MP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

- [ ] **I.4** Addition sentences up to 5: which model matches?
- [ ] **I.10** Addition word problems - sums up to 5
- [ ] **J.4** Addition sentences up to 10: which model matches?
- [ ] **J.12** Addition word problems - sums up to 10
- [ ] **K.4** Subtraction sentences up to 5: which model matches?
- [ ] **L.4** Subtraction sentences up to 10: which model matches?
- [ ] **L.10** Subtraction word problems - numbers up to 10

MP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

- [ ] **C.24** Count to fill a ten frame
- [ ] **E.4** Counting on the hundred chart
- [ ] **I.3** Add with pictures - sums up to 5

- [ ] **J.3** Add with pictures - sums up to 10
- [ ] **K.3** Subtract with pictures - numbers up to 5
- [ ] **L.3** Subtract with pictures - numbers up to 10

MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

- [ ] **J.10** Turn words into an addition sentence - sums up to 10
- [ ] **L.8** Turn words into a subtraction sentence - numbers up to 10
- [ ] **N.4** Location in a grid
- [ ] **Q.3** Same and different
- [ ] **Q.7** Classify and sort
- [ ] **Q.10** Sort shapes into a Venn diagram
- [ ] **T.6** Compare size, weight, and capacity
- [ ] **V.1** Name the two-dimensional shape
- [ ] **V.13** Count sides and corners
- [ ] **V.14** Compare sides and corners
- [ ] **W.2** Name the three-dimensional shape

MP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

- [ ] **B.14** One more on frames - up to 5
- [ ] **C.16** One more on frames - up to 10
- [ ] **C.24** Count to fill a ten frame
- [ ] **D.18** Write tens and ones - up to 20
- [ ] **G.1** Fewer and more - compare by matching
- [ ] **I.8** Complete the addition sentence - sums up to 5
- [ ] **J.7** Make a number using addition - sums up to 10
- [ ] **J.9** Complete the addition sentence - sums up to 10
- [ ] **K.7** Complete the subtraction sentence - numbers up to 5
- [ ] **L.6** Make a number using subtraction - numbers up to 10
- [ ] **L.7** Complete the subtraction sentence - numbers up to 10
- [ ] **Q.5** Classify and sort by color
- [ ] **Q.6** Classify and sort by shape
- [ ] **Q.7** Classify and sort
- [ ] **Q.10** Sort shapes into a Venn diagram
- [ ] **V.7** Select two-dimensional shapes
- [ ] **V.13** Count sides and corners
- [ ] **V.14** Compare sides and corners
- [ ] **W.7** Select three-dimensional shapes

MP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y – 2)/(x – 1) = 3. Noticing the regularity in the way terms cancel when expanding (x – 1)(x + 1), (x – 1)(x^2 + x + 1), and (x – 1)(x^3 + x^2 + x + 1) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

- **C.28** Count forward - up to 10
- **D.4** Count on ten frames - up to 20
- **D.12** Count forward - up to 20
- **F.6** Learn to skip-count by tens
- **F.7** Skip-count by tens
- **G.2** Fewer and more - compare by counting