Common Core Skill Alignment

KINDERGARTEN MATH

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.1** Learn to count to 3
- [ ] **A.2** Count to 3
- [ ] **A.4** Count on ten frames - up to 3
- [ ] **B.1** Learn to count to 5
- [ ] **B.2** Count to 5
- [ ] **B.4** Count on ten frames - up to 5
- [ ] **C.1** Learn to count to 10
- [ ] **C.2** Count to 10
- [ ] **C.3** Count dots - up to 10
- [ ] **C.4** Count blocks - up to 10
- [ ] **C.6** Count on ten frames - up to 10
- [ ] **D.1** Count to 20
- [ ] **D.2** Count dots - 0 to 20
- [ ] **D.3** Count on ten frames - up to 20
- [ ] **D.15** Count blocks - up to 20
- [ ] **D.16** 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.15** Count up - with numbers
- [ ] **C.21** Count forward - up to 10
- [ ] **C.24** Complete a sequence - up to 10
- [ ] **D.6** Count up - up to 20
- [ ] **D.11** 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.2** Count to 3
- [ ] **A.4** Count on ten frames - up to 3
- [ ] **B.2** Count to 5
- [ ] **B.4** Count on ten frames - up to 5
- [ ] **C.2** Count to 10
- [ ] **C.3** Count dots - up to 10
- [ ] **C.4** Count blocks - up to 10
- [ ] **C.6** Count on ten frames - up to 10
- [ ] **C.23** Names of numbers - up to 10
- [ ] **D.1** Count to 20
- [ ] **D.2** Count dots - 0 to 20
- [ ] **D.3** Count on ten frames - up to 20
- [ ] **D.13** Names of numbers - up to 20
- [ ] **D.15** 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.1** Learn to count to 3
- [ ] **A.2** Count to 3
- [ ] **A.3** Count using stickers - up to 3
- [ ] **A.4** Count on ten frames - up to 3
- [ ] **A.5** Show numbers on ten frames - up to 3
- [ ] **B.1** Learn to count to 5
- [ ] **B.2** Count to 5
- [ ] **B.3** Count using stickers - up to 5
- [ ] **B.4** Count on ten frames - up to 5
- [ ] **B.5** Show numbers on ten frames - up to 5
- [ ] **C.1** Learn to count to 10
- [ ] **C.2** Count to 10
- [ ] **C.3** Count dots - up to 10
- [ ] **C.5** Count using stickers - up to 10
- [ ] **C.6** Count on ten frames - up to 10
- [ ] **C.7** Show numbers on ten frames - up to 10
- [ ] **D.1** Count to 20
- [ ] **D.2** Count dots - 0 to 20
- [ ] **D.3** Count on ten frames - up to 20
- [ ] **D.4** 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.1** Learn to count to 3
- [ ] **A.6** Represent numbers - up to 3
- [ ] **B.1** Learn to count to 5
- [ ] **B.6** Represent numbers - up to 5

- [ ] **C.1** Learn to count to 10
- [ ] **C.8** Represent numbers - up to 10
- [ ] **D.5** Represent numbers - up to 20

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

- [ ] **B.7** One more - up to 5
- [ ] **B.8** Count one more - up to 5
- [ ] **C.9** One more - up to 10
- [ ] **C.10** Count 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.2** Count to 3
- [ ] **A.3** Count using stickers - up to 3
- [ ] **A.4** Count on ten frames - up to 3
- [ ] **A.5** Show numbers on ten frames - up to 3
- [ ] **A.6** Represent numbers - up to 3
- [ ] **B.2** Count to 5
- [ ] **B.3** Count using stickers - up to 5
- [ ] **B.4** Count on ten frames - up to 5
- [ ] **B.5** Show numbers on ten frames - up to 5
- [ ] **B.6** Represent numbers - up to 5
- [ ] **C.2** Count to 10
- [ ] **C.3** Count dots - up to 10
- [ ] **C.5** Count using stickers - up to 10
- [ ] **C.6** Count on ten frames - up to 10
- [ ] **C.7** Show numbers on ten frames - up to 10
- [ ] **C.8** Represent numbers - up to 10
- [ ] **D.1** Count to 20

- [ ] **D.2** Count dots - 0 to 20
- [ ] **D.3** Count on ten frames - up to 20
- [ ] **D.4** Show numbers on ten frames - up to 20
- [ ] **D.5** 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** Are there enough?
- [ ] **G.2** Fewer and more - compare by matching
- [ ] **G.3** Fewer and more - compare by counting
- [ ] **G.4** Fewer and more - compare in a mixed group
- [ ] **G.5** Fewer, more, and same

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.2** Addition sentences - sums up to 5
- [ ] **J.2** Addition sentences - sums up to 10
- [ ] **J.7** Write addition sentences
- [ ] **K.2** Subtraction sentences - numbers up to 5

- [ ] **L.2** Subtraction sentences - numbers up to 10
- [ ] **L.6** Write subtraction sentences

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.1** Add with pictures - sums up to 5
- [ ] **I.3** Add two numbers - sums up to 5
- [ ] **I.4** Make a number using addition - sums up to 5
- [ ] **I.5** Complete the addition sentence - sums up to 5
- [ ] **I.6** Addition word problems - sums up to 5
- [ ] **J.1** Add with pictures - sums up to 10
- [ ] **J.3** Add two numbers - sums up to 10
- [ ] **J.4** Make a number using addition - sums up to 10
- [ ] **J.5** Complete the addition sentence - make ten
- [ ] **J.6** Complete the addition sentence - sums up to 10
- [ ] **J.8** Addition word problems - sums up to 10
- [ ] **K.1** Subtract with pictures - numbers up to 5
- [ ] **K.3** Subtract - numbers up to 5
- [ ] **K.4** Complete the subtraction sentence - numbers up to 5
- [ ] **K.5** Subtraction word problems - numbers up to 5
- [ ] **L.1** Subtract with pictures - numbers up to 10
- [ ] **L.3** Subtract - numbers up to 10
- [ ] **L.4** Make a number using subtraction - numbers up to 10
- [ ] **L.5** Complete the subtraction sentence - numbers up to 10
- [ ] **L.7** 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.4** Make a number using addition - sums up to 5
- [ ] **I.5** Complete the addition sentence - sums up to 5

- [ ] **J.4** Make a number using addition - sums up to 10
- [ ] **J.6** 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.17** Count to fill a ten frame
- [ ] **J.5** Complete the addition sentence - make ten

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

- [ ] **I.3** Add two numbers - sums up to 5
- [ ] **I.4** Make a number using addition - sums up to 5
- [ ] **I.5** Complete the addition sentence - sums up to 5
- [ ] **K.3** Subtract - numbers up to 5
- [ ] **K.4** 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.16** Count tens and ones - up to 20
- [ ] **D.17** Write tens and ones - up to 20

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.

- **S.1** Long and short
- **S.2** Tall and short
- **S.3** Light and heavy
- **S.4** Holds more or less
- **S.5** 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.

- **S.1** Long and short
- **S.2** Tall and short
- **S.3** Light and heavy
- **S.4** Holds more or less
- **S.5** 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.3** Fewer and more - compare by counting
- **G.4** Fewer and more - compare in a mixed group
- **P.1** Different
- **P.2** Same
- **P.3** Same and different
- **P.4** Classify shapes by color
- **P.5** Classify and sort by color
- **P.6** Classify and sort by shape
- **P.7** Classify and sort
- **P.8** Count shapes in a Venn diagram

- [ ] **P.9** 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.

- [ ] **M.1** Inside and outside
- [ ] **M.2** Left, middle, and right
- [ ] **M.3** Top, middle, and bottom
- [ ] **M.4** Location in a grid
- [ ] **M.5** Above and below
- [ ] **M.6** Above and below - find solid figures
- [ ] **M.7** Beside and next to
- [ ] **M.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** Squares and rectangles
- [ ] **V.4** Hexagons
- [ ] **V.5** 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** Two-dimensional and three-dimensional 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.5** Select two-dimensional shapes
- [ ] **V.6** Count sides and corners
- [ ] **V.7** Compare sides and corners
- [ ] **W.1** Two-dimensional and three-dimensional 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.