|  **Domain: Counting and Cardinality** |
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| Cluster: Know number names and the count sequence. |
| Standard | Teacher Targets | I Can Statements |
| **K.CC.1** Count to 100 by ones and tens.Mathematical Practice Attend to precision Look for and make use of structure | 1. Count (verbal sequence only) to 100 by ones starting at 1. (K)
2. Count (verbal sequence only) to 100 by 10’s starting at 10. (K)
 | 1. I can count to 100 by 1’s. (K)

2. I can count to 100 by 10’s. (K) |
| **K.CC.2** – Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Mathematical Practice Attend to precision Look for and make use of structure | 1. Count forward by 1’s beginning with another number other than 1 (verbal sequence only). (K)
 | 1. I can count by 1’s beginning with any number. (K)
 |
| **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.)Mathematical Practices: Reason abstractly and quantitatively Model with mathematics Use appropriate tools strategically Attend to precision | 1. Write numerals 0 to 20 (K)
2. Write the number that represents a given number of objects from 0-20. (K)
 | 1. I can write numbers 0 to 20. (K)
2. I can write the number that matches the number of objects. (K)
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|  **Domain: Counting and Cardinality** |
| Cluster: Count to tell the number of objects. |
| Standard | Teacher Targets | I Can Statements |
| **K.CC.4abc** – Understand the relationship between numbers and quantities; connect counting to cardinality.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.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.c. Understand that each successive number name refers to a quantity that is one larger.Mathematical Practices Reason abstractly and quantitatively Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure | 1. Represent quantities using numbers and represent numbers using quantities. (K)
2. Match each object with one and only one number name and each number with one and only one object. (R)
3. Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted. (R)
4. Realize that the last number name said tells the number of objects counted. (R)
5. Generalizes that each successive number name refers to a quantity that is one larger. (R)
6. When counting objects, say the number names in order while matching each object with a number. (PS)
 | 1. a. I can match numbers to objects. (K)

b. I can match objects to numbers (K)1. I can match objects as I count. (one to one correspondence) (R)
2. I can identify that the number of objects is the same no matter how they are shown or counted. (R)
3. I can understand that the last number spoken tells the number of objects counted. (R)
4. I can understand that as I count the numbers get larger. (R)
5. I can say the number names in order while counting objects. (PS)

(one to one correspondence) |

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| **Domain: Counting and Cardinality** |
| Cluster: Count to tell the number of objects. |
| Standard | Teacher Targets | I Can Statements |
| **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.Mathematical Practices Reason abstractly and quantitatively Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure | 1. Count up to 20 objects that have been arranged in a line, rectangular array, or circle (K)
2. Count as many as 10 items in a scattered configuration (K)
3. Match each object with one and only one number name and each number with one and only one object (R)
4. Conclude that the last number of the counted sequence signifies the quantity of the counted collection. (R)
5. Given a number from 1-20, count out that many objects. (PS)
 | 1. I can count up to 20 objects that have been arranged in order. (line, (rectangular array, or circle) (K)
2. I can count 10 objects in any order (scattered configuration. (K)
3. I can match objects as I count. (one to one correspondence) (R)
4. I can understand that the last number spoken tells the number of objects counted. (R)
5. I can count out objects to 20 when given a number. (PS)
 |
| **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. Include groups with up to ten objects.Mathematical Practices Reason abstractly and quantitatively Construct viable arguments and critique  the reasoning of others Model with mathematics Attend to precision | 1. Describe greater than, less than, or equal to. (K)
2. Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects. (R)
 | 1. I can describe greater than, less than, or equal to. (K)
2. I can say if a group up to 10 objects is greater than, less than, or equal to another group. (R)
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| **Domain: Counting and Cardinality** |
| Cluster: Compare Numbers |
| Standard | Teacher Targets | I Can Statements |
| **K.CC.7 -**  Compare two numbers between 1 and 10 presented as written numbers.Mathematical Practices Reason abstractly and quantitatively Attend to precision | 1. Know the quantity of each numeral. (K)
2. Determine whether a written number is greater than, less than, or equal to another written number. (R)
 | 1. I can show the quantity of each number. (K)
2. I can decide if a written number is greater than, less than, or equal to another written number. (R)
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| **Domain: Operations and Algebraic Thinking** |
| Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| Standard | Teacher Targets | I Can Statements |
| **K.OA.1**  – Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.2Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards.)Mathematical Practices Model with mathematics | 1. Know adding is putting together parts to make the whole. (K)
2. Know subtracting is taking apart or taking away from the whole to find the other part. (K)
3. Know the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting. (K)
4. Analyze addition or subtraction problem to determine whether to ‘put together’ or ‘take apart’. (R)
5. Model an addition/subtraction problem given a real-life story. (R)
6. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations in multiple ways, e.g., 2+3=5, 5=2+3, ||+|||=|||||, and vertically.

(Writing equations in kindergarten is not required but encouraged.) (PS) | 1. I can understand that adding is putting together parts to make the whole. (K)
2. I can understand subtracting is taking away from the whole to find the other part. (K)
3. I can understand the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting. (K)
4. I can determine whether to ‘put together’ or ‘take apart’ in an addition or subtraction problem. (R)
5. I can show an addition/subtraction problem given a real-life story. (R)
6. I can make addition and subtraction problems in many ways. ( with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations in multiple ways, e.g., 2+3=5, 5=2+3, ||+|||=|||||, and vertically.)

(Writing equations in kindergarten is not required but encouraged.) (PS) |

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| **Domain: Operations and Algebraic Thinking** |
| Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| Standard | Teacher Targets | I Can Statements |
| **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.Mathematical Practices Make sense of problems and persevere in  solving them Model with mathematics | 1. Add and subtract within 10 (Maximum sum and minuend is 10) (K)
2. Solve addition and word problems within 10. (R)
3. Use objects/drawings to represent an addition and subtraction word problem. (R)
 | 1. I can add and subtract to 10 (Maximum sum and minuend is 10). (K)
2. I can solve addition and subtraction word problems to 10. (R)
3. I can use objects/drawings to represent an addition and subtraction word problem. (R)
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| **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).Mathematical Practices Make sense of problems and persevere in  solving them Reason abstractly and quantitatively. Model with mathematics | 1. Solve addition number sentences within 10. (K)
2. Decompose numbers less than or equal to 10 into pairs in more than one way. (R)
3. Use objects or drawings then record each composition by a drawing or writing an equation. (R)
 | 1. I can solve addition number sentences to 10. (K)
2. I can break apart numbers less than or equal to 10 into many pairs. (R)
3. I can use objects/drawings to write the number sentence/equation that matches my picture. (R)
 |
| **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.Mathematical Practices Reason abstractly and quantitatively Model with mathematics | 1. Know that two numbers can be added together to make ten. (K)
2. Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations. (R)
 | 1. I can show different ways to add to make 10. (K)
2. I can show how many more are needed to make 10 when given a number less than 10. (Record the answer using materials, representations, or equations. (R)
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| **Domain: Operations and Algebraic Thinking** |
| Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| Standard | Teacher Targets | I Can Statements |
| **K.OA.5** – Fluently add and subtract within 5.Mathematical Practice Attend to precision | 1. Fluently with speed and accuracy add and subtract within 5. (K)
 | 1. I can quickly add and subtract to 5 correctly. (K)
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| **Domain: Numbers and Operations in Base Ten** |
| Cluster: Work with numbers 11-19 to gain foundations for place value. |
| Standard | Standard | Standard |
| **K.NBT.1** – Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects and 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.Mathematical Practices Attend to precision Look for and make use of structure | 1. Know that a (spoken) number (11-19) represents a quantity. (K)
2. Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones. (R)
3. Represent compositions or decompositions by a drawing or equation. (R)
4. Compose numbers 11-19 into ten ones and some further ones using objects and drawings. (PS)
5. Decompose numbers 11-19 into ten ones and some further ones using objects and drawings. (PS)
 | 1. I can say that a number (11-19) represents an amount. (K)
2. I can understand that numbers 11-19 are made up of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones (R)
3. I can make a drawing or a number sentence/equation to show numbers 11-19 using tens and ones. (R)
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| **Domain: Measurement and Data** |
| Cluster: Describe and compare measurable attributes. |
| Standard | Teacher Targets | I Can Statements |
| **K.MD.1** – Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.Mathematical Practices Model with mathematics | 1. Know that objects have measurable attributes and know what they are called, such as length and weight. (K)
2. Describe an object by using attributes such as: width, height, length, weight, etc. (K)

3. Describe more than one measurable attribute of a single object. (K) | 1. I can understand objects can be measured using length and weight. (K)
2. I can describe an object by using width, height, length, and weight. (etc) (K)
3. I can measure objects in more than one way. (K)
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| **Domain: Measurement and Data** |
| Cluster: Represent and interpret data. |
| Standard | Teacher Targets | I Can Statements |
| **K.MD.2** – Directly compare two objects with a measureable 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.Mathematical Practices Reason abstractly and quantitatively Model with mathematics | 1. Know the meaning of the following words: more/less, taller/shorter, etc. (K)
2. Know that two objects can be compared using a particular attribute. (K)
3. Compare two objects and determine which has more and which has less of the measureable attribute to describe the difference. (R)
 | 1. I can tell the meaning of the words: more/less, taller/shorter. (etc) (K)
2. I can tell how 2 objects can be compared using the same measurement. (K)
3. I can compare 2 objects and tell which has more and which has less. (R)
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| **Measurement and Data** |
| Cluster: Classify objects and count the number of objects in each category. |
| Standard | Teacher Targets | I Can Statements |
| **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.Mathematical Practices Make sense of problems and persevere in  solving them Model with mathematics | 1. Recognize non-measurable attributes such as shape, color (K)
2. Recognize measurable attributes such as length, weight, height (K)
3. Know what classify means (K)
4. Know what sorting means (K)
5. Know that a category is the group that an object belongs to according to a particular, selected attribute (K)
6. Understand one to one correspondence with ten or less objects. Note: This target being included here depends on the ordering and grouping of content standards from Counting and Cardinality. (K)
7. Classify objects into categories by particular attributes (R)
8. Count objects in a given group. Note: This is addressed in another content standard. K.CC.5. It is important to integrate standards to assist students with making connections and building deeper understanding. (PS)
9. Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten) For example, if m&m’s are categorized by the attribute of color, then are “sorted” or ordered by the number in each group (there are more red than green, the blue group has fewer than the green.) (PS)
 | 1. I can identify that objects have attributes such as shape and color. (K)
2. I can identify that objects have measurable attributes such as length, weight, height. (K)
3. I can tell what classify means. (K)
4. I can tell what sorting means (K)
5. I can sort a group of objects by attributes. (K)
6. I can understand one to one matching with ten or less objects. (K)
7. I can classify objects into groups using attributes. (R)
8. I can count objects in a given group. (PS)
9. I can sort objects into groups then decide the number order. (PS)
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| **Domain: Geometry** |
| Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). |
| Standard | Teacher Targets | I Can Statements |
| **K.G.1** – Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).Mathematical Practices Make sense of problems and persevere in  solving them Construct viable arguments and critique  the reasoning of others Model with mathematics | 1. Describe positions such as above, below, beside, in front of, behind, and next to. (K)
2. Determine the relative position of the 2-dimensional or 3-dimensional shapes within the environment, using the appropriate positional words. (R)
 | 1. I can describe positions like above, below, beside, in front of, behind, and next to. 9K)
2. I can tell the position of shapes using above, below, beside, in front of, behind, and next to.

(2-dimensional or 3-dimensional shape). (R) |
| **K.G.2** – Correctly name shapes regardless of their orientations or overall size. | 1. Know that size does not change the name of the shape. (K)
2. Know that orientation does not affect the name of the shape. (K)
 | 1. I can tell that size does not change the name of the shape. (K)
2. I can tell that a shape’s position does not change the name of that shape. (K)
 |
| **K.G.3** – Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).Mathematical Practices: Attend to precision | 1. Define 2-dimensional shapes as lying in a plane and flat. (K)
2. Identify 3-dimensional shapes as a solid. (K)
 | 1. I can identify that 2-dimensional shapes are flat. (K)
2. I can identify that 3-dimensional shapes are a solid. (K)
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| **Domain: Geometry** |
| Cluster: Analyze, compare, create, and compose shapes. |
| Standard | Teacher Targets | I Can Statements |
| **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.)Mathematical Practices: Construct viable arguments and critique  the reasoning of others Look for and make use of structure | 1. Identify and count number of sides, vertices/”corners”, and other attributes of shapes (K)
2. Describe similarities of various two- and three-dimensional shapes. (R)
3. Describe differences of various two- and three-dimensional shapes (R)
4. Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes (e.g. having sides of equal length). (R)
5. Analyze and compare 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). (R)
 | 1. I can identify and count number of:
* Sides
* vertices/(corners)
* other attributes of shapes (K)
1. I can tell how two- and three-dimensional shapes are alike. (R)
2. I can tell how two- and three-dimensional shapes are different. (R)
3. I can look at and compare two-dimensional shapes. (R)
4. I can look at and compare three-dimensional shapes. (R)
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| **Domain: Geometry** |
| Cluster: Analyze, compare, create, and compose shapes. |
| Standard | Teacher Targets | I Can Statements |
| **K.G.5** – Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | 1. Recognize and identify (square, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres) (K)
2. Identify shapes in the real world. (K)
3. Analyze the attributes of real world objects to identify shapes. (R)
4. Construct shapes from components (e.g., sticks and clay balls) (P)
5. Draw shapes (P)
 | 1. I can recognize and identify:
* square
* circles
* triangles
* rectangles
* hexagons
* cubes
* cones
* cylinders
* spheres (K)
1. I can identify shapes in the real world. (K)
2. I can see shapes in real world objects. (R)
3. I can make shapes from different things. (P)
4. I can draw shapes. (P)
 |
| **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?”Mathematical Practices: Model with mathematics | 1. Identify simple shapes

(squares, triangles, rectangles, hexagons) (K)1. Analyze how to put simple shapes together to compose a new or larger shape. (R)
2. Compose a new or larger shape using more than one simple shape. (PS)
 | 1. I can identify
* shapes:
* squares
* triangles
* rectangles
* hexagons (K)
1. I can tell how to use simple shapes to make larger shape (R)
2. I can make a new shape using use simple shapes. (PS)
 |