Kindergarten Learning Scale

Priority Standard:
K.CC.1 Count to 100* by ones. **(*HLC - to 20)**

I can count to _____ (number within range 1-19) by ones.	I can count to _____ (number within range 20-99) by ones.	**I can count to 100 by ones.**	I can count beyond 100 by ones.

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

I can count forward beginning from a given number to _____ (number within range 1-19) (instead of having to begin at 1).	I can count forward beginning from a given number to _____ (number within range 20-99) (instead of having to begin at 1).	**I can count forward beginning from a given number within the known sequence (instead of having to begin at 1).**	I can count forward beyond 100 beginning from a given number (instead of having to begin at 1).

Priority Standard:
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).

I can write numbers ____ (from 0 to 9). I can represent a number of objects (from 0 to 9) with a written numeral 0-9. I may have some reversals.	I can write numbers _____ (from 0 to 20). I can represent a number of objects (from 0 to 20) with a written numeral 0-20. I may have some reversals.	**I can write numbers from 0 to 20. I can represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**	I can write numbers beyond 20. I can represent a number of objects (beyond 20) with a written numeral.

Priority Standard:
K.CC.4 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. (Up to 20 objects)

When counting up to ___ (number within range 1-10) objects, I can 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.	When counting up to ___ (number within range 11-19) objects, I can 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.	**When counting up to 20 objects, I can 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.**	When counting <u>more than 20</u> objects, I can 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.

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

After counting objects, I can tell the number of objects in the set by recounting.	After counting objects, I can tell the number of objects without recounting if the objects remain in place.	**After counting objects, I can tell the number of objects in the set even if the objects have been rearranged.**	After counting objects, I can tell the number of objects and count on from that number when more objects are added.

Priority Standard:
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
c. Understand that each successive number name refers to a quantity that is one larger.

Given a set of up to 9 objects, I can <u>recount</u> to tell the number that is 1 more than the set of objects.	Given <u>some</u> sets of up to 9 objects, I can tell the number that is 1 more than the set of objects given <u>without recounting</u>.	**Given <u>any</u> set of up to 9 objects, I can tell the number that is 1 more than the set of objects given without recounting.**	Given a set of 10 or more objects, I can tell the number that is 1 more than the set of objects given.

- K standards for operations require addition within 10. (Learning scale updated 8/23 to reflect 10 objects.)
- From the CCSS Progressions (p.5): "*Understanding that each successive number name refers to a quantity that is one larger is the conceptual start for Grade 1 counting on. Prior to reaching this understanding, a student might have to recount entirely a collection of known cardinality to which a single object has been added.*"

Priority Standard:
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.

I can count to answer "how many?" questions about as many as _____ things(within range of 1-10) arranged in one of these ways: -a line -rectangular array -circle	I can count to answer "how many?" questions about as many as _____ things(within range of 11-19) arranged in two of these ways: -a line -rectangular array -circle And as many as ___ things (within range of 1-9) in a scattered configuration.	**I can count to answer —"how many?" questions about as many as 20 things <u>arranged in any of these ways: a line, a rectangular array, or a circle,</u> <u>And as many as 10 things in a scattered configuration</u>**	I can count to answer —"how many?" questions about more than 20 things arranged in a line, a rectangular array, or a circle, and more than 10 things in a scattered configuration;

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.**			
Given a number _____ within range of 1-10, I can count out that many objects.	Given a number _____ within range of 11-19, I can count out that many objects.	**Given a number from 1–20, I can count out that many objects.**	Given a number greater than 20, I can count out that many objects.

Priority Standard:
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 10 objects

I can identify whether the number of objects in one group is greater than another <u>when there is a clear visual difference in the number of objects</u>.	I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group <u>when the objects are placed in an organized structure (such as a tens frame).</u> e.g., by using matching or counting strategies.	**I can 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 or counting strategies.**	I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (with groups up to 20 objects) e.g., by using matching or counting strategies.

Priority Standard:
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

I can compare two numbers between 1 and 5 presented as written numerals.	I can compare two numbers between 1 and 9 presented as written numerals.	**I can compare two numbers between 1 and 10 presented as written numerals.**	I can compare two numbers beyond those between 1 and 10 presented as written numerals.

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