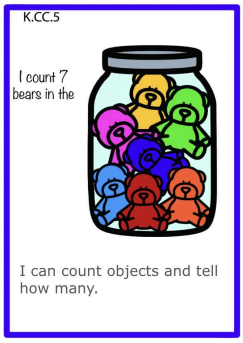
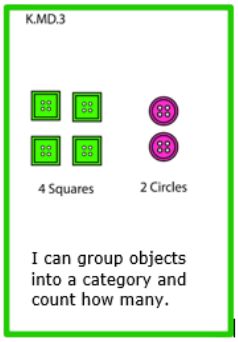
Quarter 1

Counting and Cardinality

K.CC.5

Students will 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.





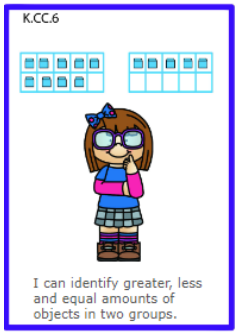
	This means I should...	Evidence:
4	I can count objects to tell how many 0-30. CC.5	
3	I can count objects to tell how many 0-20. CC.5	
2	I can count objects to tell how many 0-10. CC.5	
1	I can sort like objects into groups. MD.3	

Quarter 1

Counting and Cardinality **K.CC.2** Students will count forward beginning from a given number within the known sequence (instead of having to begin at 1).	

	This means I should...	Evidence:
4	I can count forward from any number within 30 (not 1). CC.2	
3	I can count forward from any number within 20 (not 1). CC.2	
2	I can count forward from any number within 20 with support. CC.2	
1	I can count from 1-10. CC.2	

Quarter 1

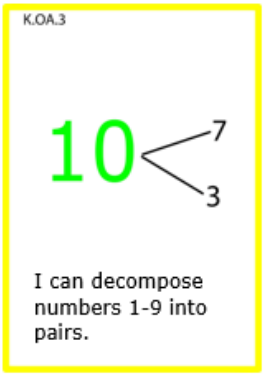
Counting and Cardinality **K.CC.6** Students will identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	 

	This means I should...	Evidence:
4	I can count two groups of objects within 20,and tell which has more, less, or equal amounts. CC.6, 1.NBT.2	
3	I can count two groups of objects within 10, and tell which has more, less, or equal amounts. CC.6	
2	I can count two groups of objects within 10 and tell which has more or less. CC.6	
1	I can compare two numbers between 1 and 10 presented as written numerals, and tell which is more or less. CC.7	

Quarter 2

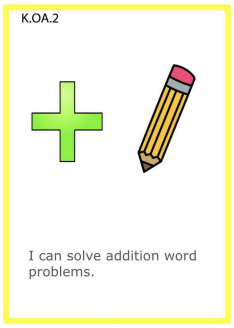
Operations & Algebraic Thinking
K.OA.5a

Students will fluently **add** within 5.



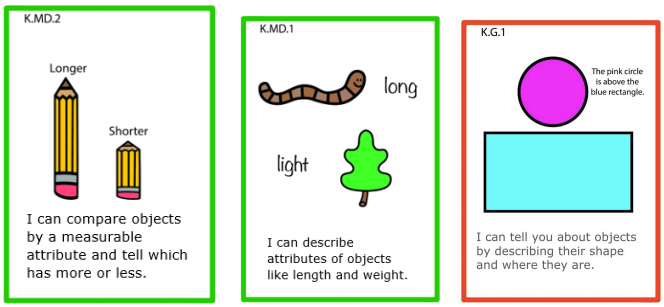
	This means I should...	Evidence:
4	I can add within 10. 1.OA.6	
3	I can add within 5. OA.5	
2	I can add within 5 with support. OA.5	
1	I can make two groups of objects that equal 5. OA.3	

Quarter 2

Operations & Algebraic Thinking **K.OA.2 a** Students will solve **addition** word problems and add within 10. Eg: Using objects or drawings to represent the problem.	 

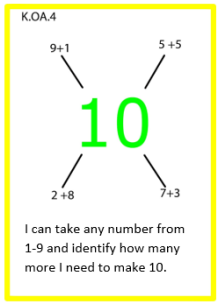
	This means I should...	Evidence:
4	I can listen and solve addition word problems within 20 using objects or drawings. 1.OA.1	
3	I can listen and solve addition word problems within 10 using objects or drawings. OA.1, OA.2	
2	I can solve addition problems within 10 with support. OA.1, OA.2	
1	I can make two groups of objects that equal 10. OA.1, OA.2	

Quarter 3

Geometry **K.G.1** Students will be able to 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.	

	This means I should...	Evidence:
4	I can describe defining attributes of shapes and draw or sort shapes with those attributes. 1.G.1	
3	I can compare two things that I have measured and tell which has more or less, longer or shorter. MD.2	
2	I can describe how I measured an object. (length, weight, height) MD.1	
1	I can tell about the shapes of objects that I see around me and tell where they are. G.1	

Quarter 3

Operations & Algebraic Thinking **K.OA.5** Students will fluently **subtract** within 5.	 

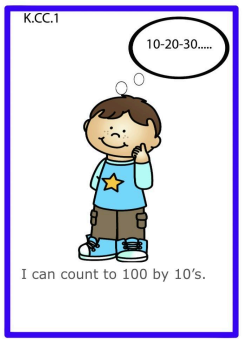
	This means I should...	Evidence:
4	I can subtract within 10. 1.OA.6	
3	I can subtract within 5. OA.5	
2	I can subtract within 5 with support. OA.5	
1	I can use counters to show how many more I need to get to 10. OA.4	

Quarter 3

Counting and Cardinality

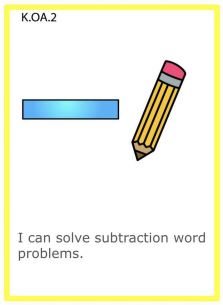
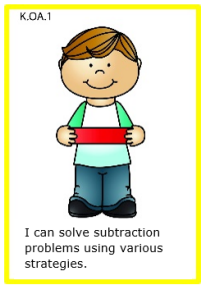
K.CC.1t

Students will count to 100 (by ones) and by **tens**.



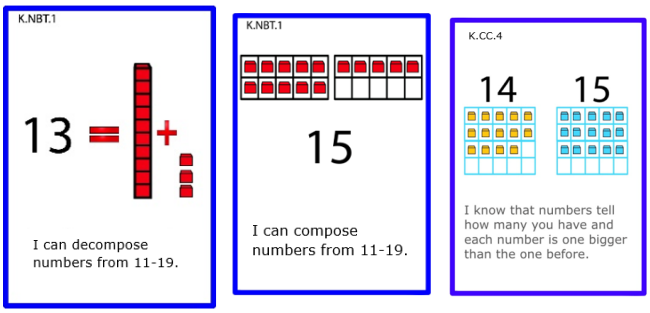
	This means I should...	Evidence:
4	I can count to120 by tens. 1.NBT.1	
3	I can count to 100 by tens. CC.5	
2	I can count to 100 by tens with support. CC.5	
1	I can count to 50 by tens. CC.5	

Quarter 4

Operations & Algebraic Thinking **K.OA.2s** Students will solve addition and **subtraction** word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	 

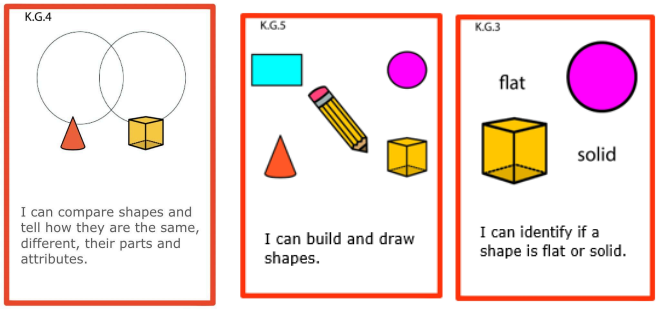
	This means I should...	Evidence:
4	I can listen and solve subtraction problems and subtract within 20 using objects or drawings. 1.OA.1	
3	I can listen and solve subtraction word problems and subtract within 10 using objects or drawings. OA.2	
2	I can solve subtraction problems with support. OA.1	
1	I can take a group of ten and make it into two groups by using objects or drawings. OA.3	

Quarter 4

Numbers and Operations in Base Ten **K.NBT.1** Students will be able to compose and decompose numbers from 11–19 into ten ones and some further ones. Use objects or drawings and record each composition or decomposition by a drawing or equation. For example, 18 = 10 + 8.	

	This means I should...	Evidence:
4	I can build and read a teen number as a group of ten and ones (some more). 1.NBT.2	
3	I can show the numbers 11-19 in tens and ones and tell how many. NBT.1 decompose	
2	I can use objects to build numbers 11-19. NBT.1 compose	
1	I can count 0-20 things shown in different ways to find how many. CC.4	

Quarter 4

Geometry **K.G.4** Students will 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). ***K.G.6 covered by K.G.4.**	

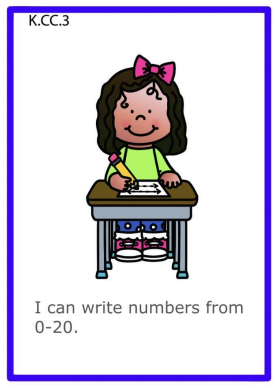
	This means I should...	Evidence:
4	I can describe defining attributes of shapes and draw or sort shapes with those attributes. 1.G.1	
3	I can compare 2-D and 3-D shapes then tell about them in a few ways. (sides, faces, orientation) G.4, G.6	
2	I can make and draw models of shapes. G.5	
1	I can tell if a shape is 2-D or 3-D. (flat, solid, faces, sides) G.3	

Enduring

Counting and Cardinality **K.CC.1 (Enduring)** Students will be able to count to 100 by ones.	

	This means I should...	Evidence:
4	I can count to 120 by ones. 1.NBT.1	
3	I can count to 100 by ones. CC.1	
2	I can count to 50 by ones. CC.1	
1	I can count by ones to 25. CC.1	

Enduring

Counting and Cardinality **K.CC.3 (Enduring)** Students will be able to 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).	

	This means I should...	Evidence:
4	I can write numbers 0-30. 1.NBT.1	
3	I can write numbers 0-20. CC.3	
2	I can write numbers 0-15. CC.3	
1	I can write numbers 0-12. CC.3	

Enduring

Geometry **K.G.2 (Enduring)** Correctly name shapes regardless of their orientations or overall size. (**2-D** circle, square, triangle, rectangle, and hexagon. **3-D** cube, cone, sphere, cylinder)	

	This means I should...	Evidence:
4	I can name **5**, 2 dimensional shapes. I can name **4**, 3 dimensional shapes. G.2	
3	I can name **4**, 3 dimensional shapes. G.2	
2	I can (visually) identify **4**, 3 dimensional shapes. G.2	
1	I can name **5**, 2 dimensional shapes. G.2	