

Counting Progression Overview

Verbally Count	Says number names randomly	Chants number names	Recites number names to 5	Recites number names to 10	Recites number names to 20	Recites number names to 30	Recites number names to 50	Recites number names to 100
Count Objects	Counts randomly – very little correspondence	Counts with some correspondence within 5	Counts with correspondence within 5	Counts with correspondence within 10	Counts with correspondence with numbers between 10 and 20 Eventually achieves one-to-one correspondence within 25			
Cardinality	Is listening to and thinking about the idea that the last number tells the amount	Counts a small set with cardinality (up to 4 or 5 items)	Counts a small set with cardinality (up to 10) (Can count in a line, array, circle, scattered)	Counts a set within 20 with cardinality (Can count up to 20 items in a line, array, circle, or up to 10 items scattered)	Can count sets with larger amounts with cardinality			
Subitizing	Perceptual Subitizing - recognizes up to 4 items without counting	Conceptual Subitizing to 5 +	Conceptual Subitizing to 10	Conceptual Subitizing to 20	Conceptual Subitizing with Place Value and Skip Counting		Conceptual Subitizer with Place Value and Multiplication	
Read and Write Numerals	Identify numerals as being different than letters; Can recognize a few numerals	Reads numerals 1-5; Recognizes numerals between 1-5; Eventually begins to write numbers to 5		Identifies, Recognizes from a set of numerals, Names, Reads & Writes numerals to 10	Identifies, Recognizes, Names, Reads & Writes numerals to 20 and then up to 30		Identifies, Recognizes, Names, Reads & Writes numerals to 50 and then up to 100	
Counting On				Starts to name the number just after but only by counting from 1	Can name number just after without starting from one	Can count on up to four more numbers Can eventually start at any number and count up to any number		

This is adapted from the <https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers>; Clements & Sarama (2021) & Wright (2015)

As they state, this is not meant to be interpreted as an assessment or checklist. They are a general description of the landscape of learning for these concepts in counting. Every child will follow their own path. This is just a snapshot to give you an idea of what to expect, how it may look, what you may see, what might happen first and then what might follow. It is not a lock-step sequence but rather a general guide of milestones along the way.