Kindergarten Yearlong Mathematics Map

Resources: Approved from Board of Education

Assessments: District Benchmark Assessments

Common Core State Standards – Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Domain	Cluster	Common Core Standard	Content	Skills	Academic Vocabulary
CC	Know number names and the count sequence.	K.CC.1 Count to 100 by ones and by tens.	Counting	K.CC.1 Count by ones to 100	count number
CC	Know number names and the count sequence.	K.CC.1 Count to 100 by ones and by tens.	Counting	K.CC.1 Count by tens to 100	count number
CC	Know number names and the count sequence.	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counting	K.CC.2 Count forward beginning from a given number other than 1, up to 100	count number
CC	Know number names and the count sequence.	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).	Writing Numerals	K.CC.3 Write numbers from 0 to 20	count number
CC	Know number names and the count sequence.	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).	Writing Numerals	K.CC.3 Write the number that represents objects in a set 0-20	count number
CC	Count to tell the number of objects.	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Cardinality	K.CC.4 Identify the relationship between numbers and quantities; connect counting to cardinality.	count number
CC	Count to tell the number of objects.	K.CC.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.	Counting	K.CC.4a Count with one-to-one correspondence	count number

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CC	Count to tell the number of objects.	K.CC.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.	Cardinality	K.CC.4b Identify that the last number name said tells the number of objects counted	count number
CC	Count to tell the number of objects.	K.CC.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.	Cardinality	K.CC.4b Identify that the number of objects is the same regardless of their arrangement or the order in which they were counted	count number
CC	Count to tell the number of objects.	K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	Cardinality	K.CC.4c Identify that each successive number name refers to a quantity that is one larger	count number
CC	Count to tell the number of objects.	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.	Cardinality	K.CC.5 Count and name the set of up to 20 objects arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration	count number
CC	Count to tell the number of objects.	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.	Cardinality	K.CC.5 Count and name the set of up to 10 objects in an unstructured arrangement	count number
CC	Count to tell the number of objects.	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.	Cardinality	K.CC.5 Count out objects from a set when given a number 1-20	count number
CC	Compare numbers.	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.1	Comparing numbers	K.CC.6 Compare numbers of objects up to 10 in two sets using greater than, less than, or equal to, using matching and counting strategies.	count greater less equal

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CC	Compare numbers.	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Comparing numbers	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	number greater less equal
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Addition	K.OA.1 Represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	adding to
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Subtraction	K.OA.1 Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	taking apart
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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.	Addition	K.OA.2 Solve addition word problems within 10 by using objects or drawings to represent the problem.	adding to

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OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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.	Subtraction	K.OA.2 Solve subtraction word problems within 10 by using objects or drawings to represent the problem.	taking apart
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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).	Addition, Subtraction	K.OA.3 Decompose numbers less than or equal to 10 into two parts in more than one way by using objects or drawings.	taking apart
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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).	Addition, Subtraction	K.OA.3 Record each decomposition by a drawing or equation	equal
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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.	Addition, Subtraction	K.OA.4 Find the number that makes 10 when added to a given number 1 to 9 by using objects or drawings.	adding to equal

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OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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.	Addition, Subtraction	K.OA.4 Record the answer with a drawing or equation.	equal
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.5 Fluently add and subtract within 5.	Addition	K.OA.5 Add fluently within 5	add to equal
OA	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.5 Fluently add and subtract within 5.	Subtraction	K.OA.5 Subtract fluenty within 5	taking apart equal
NBT	Work with numbers 11-19 to gain foundations for place value.	K.NBT.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Place value	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings.	

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NBT	Work with numbers 11-19 to gain foundations for place value.	K.NBT.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Place value	K.NBT.1 Record to show understanding that the number is composed of ten ones and some further ones	equal
MD	Describe and compare measurable attributes.	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Measurement	K.MD.1 Describe several measurable attributes of objects	
MD	Describe and compare measurable attributes.	K.MD.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. For example, directly compare the heights of two children and describe one child as taller/shorter.	Measurement	K.MD.2 Compare two objects with a measureable attribute in common by describing the difference	
MD	Classify objects and count the number of objects in each category.	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Data	K.MD.3 Sort objects into given categories	
MD	Classify objects and count the number of objects in each category.	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Data	K.MD.3 Count the number of objects in each category and sort the categories by count	count

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G	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.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.	Geometry	K.G.1 Describe objects in the environment using names of shapes	squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
G	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.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.	Geometry	K.G.1 Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to	
G	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.2 Correctly name shapes regardless of their orientations or overall size.	Geometry	K.G.2 Name two-dimensional shapes regardless of their orientations or overall size.	squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres
G	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.2 Correctly name shapes regardless of their orientations or overall size.	Geometry	K.G.2 Name three-dimensional shapes regardless of their orientations or overall size.	solid, cubes, cones, cylinders, spheres

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G	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Geometry	K.G.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)	flat, squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
G	Analyze, compare, create, and compose shapes.	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).	Geometry	K.G.4 Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes	flat, squares, circles, triangles, rectangles, hexagons
G	Analyze, compare, create, and compose shapes.	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).	Geometry	K.G.4 Analyze and compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes	solid, cubes, cones, cylinders, spheres
G	Analyze, compare, create, and compose shapes.	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Geometry	K.G.5 Model shapes in the world by building shapes from components and drawing shapes	squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres
G	Analyze, compare, create, and compose shapes.	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?”	Geometry	K.G.6 Compose simple shapes to form larger shapes	squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres