

Mathematics – Grade K

Dates	Pacing (which weeks)	CCSS #	CCSS Code	Skills	Standard	Assessments/Notes
1 st 6 weeks	1-2 3-4	16	K.MD.B.3	Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the number s of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	
1 st 6 weeks	1-2 3-4	17	K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .	Position terms: above, below, beside, in front of, behind, next to
1 st 6 weeks	1-2 3-4	18	K.G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	2. Correctly name shapes regardless of their orientations or overall size.	2-D: circle, triangle, rectangle, square, oval, hexagon, trapezoid, rhombus
1 st 6 weeks	1-2 3-4	19	K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	2-D: circle, triangle, rectangle, square, oval, hexagon, trapezoid, rhombus
1 st 6 weeks	3-4	21	K.G.B.5	Analyze, compare, create, and compose shapes.	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	2-D: circle, triangle, rectangle, square, oval, hexagon, trapezoid, rhombus
1 st 6 weeks	5-6	1	K.CC.A.1	Know number names and the count sequence.	1. Count to 100 by ones and tens.	
1 st 6 weeks	5-6	3	K.CC.A.3	Know number names and the count sequence.	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).	
1 st 6 weeks	5-6	6	K.CC.C.6	Compare numbers.	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).	
2 nd 6 weeks	1-2 3-4	16	K.MD.B.3	Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the number s of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	
2 nd 6 weeks	1-2 3-4	3	K.CC.A.3	Know number names and the count sequence.	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).	Write 0-10 Write 0-12
2 nd 6 weeks	1-2 3-4	1	K.CC.A.1	Know number names and the count sequence.	1. Count to 100 by ones and tens.	Count to 50 by ones. Count to 100 by tens.

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2 nd 6 weeks	1-2 3-4	4	K.CC.B.4	Count to tell the number of objects.	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 object. b. Understand that the last number name said tells the number of objects counted. c. Understand that each successive number name refers to a quantity that is one larger.	Counts sets of quantities 0-10. Count sets of quantities 0-12.
2 nd 6 weeks	3-4 5-6	6	K.CC.C.6	Compare numbers.	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). 7. Compare two numbers between 1 and 10 presented as written numerals.	Compare numbers 0-10.
2 nd 6 weeks	3-4 5-6	20	K.G.B.4	Analyze, compare, create, and compose shapes.	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).	2-D: circle, triangle, rectangle, square, oval, hexagon, trapezoid, rhombus
2 nd 6 weeks	3-4 5-6	22	K.G.B.6	Analyze, compare, create, and compose shapes.	6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	
2 nd 6 weeks	5-6	5	K.CC.B.5	Count to tell the number of objects.	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.	Count quantities of objects given a number 1-10.
3 rd 6 weeks	1-2	16	K.MD.B.3	Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	Terms: fewer, more Graphs: picture, bar
3 rd 6 weeks	1-2 3-4 5-6	3	K.CC.A.3	Know number names and the count sequence.	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).	Write 0-15. Write 0-18. Write 0-20.
3 rd 6 weeks	1-2 3-4 5-6	13	K.NBT.A.1	Work with numbers 11-19 to gain foundations for place value.	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 (e.g., $18 = 10 + 8$); understand that	

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					these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	
3 rd 6 weeks	3-4	5	K.CC.B.5	Count to tell the number of objects.	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.	Answer “how many?” objects in groups of up to 20. Count quantities of objects given a number 1-20.
4 th 6 weeks	1-2 3-4	13	K.NBT.A.1	Work with numbers 11-19 to gain foundations for place value.	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 (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.	Compose and decompose numbers 11-15, then 16-19.
4 th 6 weeks	1-2 3-4	5	K.CC.B.5	Count to tell the number of objects.	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.	
4 th 6 weeks	1-2 3-4	1	K.CC.A.1	Know number names and the count sequence.	1. Count to 100 by ones and tens.	Count to 100 by ones.
4 th 6 weeks	1-2 3-4	3	K.CC.A.3	Know number names and the count sequence.	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).	Write 0-20.
4 th 6 weeks	1-2 3-4	2	K.CC.A.2	Know number names and the count sequence.	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Count to 100 by ones and tens.
4 th 6 weeks	3-4	5	K.CC.B.5	Count to tell the number of objects.	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.	Count objects in a scattered configuration up to 10.
4 th 6 weeks	5-6	22	K.G.B.6	Analyze, compare, create, and compose shapes.	6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	Compose simple shapes to form larger shapes.
4 th 6 weeks	5-6	14	K.MD.A.1	Describe and compare measurable attributes.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Measure length and weight.
4 th 6 weeks	5-6	15	K.MD.A.2	Describe and compare measurable attributes.	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	Compare and order by size, length, weight, and capacity.

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5 th 6 weeks	1-2 3-4 5-6	8	K.OA.A.1	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Represent addition in various ways.
5 th 6 weeks	1-2 3-4 5-6	9	K.OA.A.2	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Solve addition word problems. Add within 10.
5 th 6 weeks	1-2 3-4 5-6	10	K.OA.A.3	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	3. Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Decompose numbers less than or equal to 10 into pairs in more than one way.
5 th 6 weeks	1-2 3-4 5-6	11	K.OA.A.4	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	4. For any number from 1 to 9, find the number that makes 0 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	For numbers 1-9, find the number that makes 10 when added to the given number.
5 th 6 weeks	5-6	12	K.OA.A.5	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	5. Fluently add and subtract within 5.	Fluently add within 5.
6 th 6 weeks	1-2	9	K.OA.A.2	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Solve subtraction word problems. Subtract within 10.
6 th 6 weeks	1-2	8	K.OA.A.1	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Represent subtraction in various ways.
6 th 6 weeks	1-2	12	K.OA.A.5	Fluently add and subtract within 5.	5. Fluently add and subtract within 5.	Fluently subtract within 5.
N	N	7	K.CC.C.7	Compare numbers.		
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KEY

Achieve the Coore Major Work and TN Focus Clusters/Standards of Grade K
Achieve the Core Major Work of Grade K
Required Fluencies of Grade K
PARCC Supporting Clusters of Grade K
PARCC Additional Clusters for Grade K