

What is it that we expect all students to learn?								
Grade: Kindergarten		Subject: Math		Semester:			Team Members: Tina Doughty, Carol Prestage, Theresa Vance, Stephanie Binder, Brad Thornburgh	
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards	Non-Negotiable Instruction Strategies		
What is the essential standard to be learned? Describe it in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?	What instructional strategies/tools will every teacher agree to use in order to promote consistency between classrooms and across grade levels?		
K.CC.1 - Student will be able to count to 100 by ones and tens.	Student can count to 100 by ones and tens.	none	All year long, primarily first semester. Cycles, beginning with numbers to 5, then to 10, then to 20, and then to 100.	Teacher observation of student counting to 100 by ones and tens.	K.CC.2	Students will learn to count to twenty and then begin counting by tens to 100. Hundreds chart		
K.CC.2 - Student will be able to count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Student will be able to count forward beginning from any given number within 20.	K.CC.1	1st, 2nd, and 3rd marking period. Cycles, beginning with numbers to 5, then to 10, then to 20, and then to 100.	Teacher observation of student counting forward beginning with any given number within 20.	Student will be able to count forward beginning from any given number within 100.	Hundreds chart		
K.CC.3a - Student will be able to write numbers from 0 to 20.	Student will be able to write numbers in order from 0 to 20. Given a number name 0 to 20 be able to write the symbol.	Students need to know the number names in the counting pattern.	All year long. Assessment 0 to 10 (2nd MP), 0 to 15 (3rd MP), and 0 to 20 (4th MP)	Write your numbers. Three blank rows of ten squares. Write your numbers with one number in each box. (given multiple times for teacher information)	Student will be asked to write their numbers past 20.	Hundreds chart White boards-give students a number name and have them write the numeral		
K.CC.3b - Student will be able to represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Student will be able to write the numeral that corresponds with the number of objects in a set within 20.	Student needs to be able to count objects within twenty and know the written numeral for the number.	All year long. Assessment 0 to 10 (2nd MP), 0 to 15 (3rd MP), and 0 to 20 (4th MP)	Students count a given set and write the numeral representing the quantity. (4-K.CC.3 assessments)	Student will be asked to write the numeral that corresponds with the number objects in a set past the number 20.	Paper and Pencil with Manipulatives Five and Ten Frame		
K.CC.4a - Student will understand the relationship between numbers and quantities; connect counting to cardinality. 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 only one object.	Student can count groups in order. One-to-one correspondence.	Student needs to know the number names in the counting pattern to 20.	All year long. Assessment 0 to 10 (2nd MP), 0 to 15 (3rd MP), and 0 to 20 (4th MP)	Teacher observation of student counting objects with a correct one to one correspondence.	K.CC.3 K.CC.5	Lining up manipulatives. Hand over hand. Five and Ten Frame		
K.CC.4b - Student will 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	Student knows that when you are finished counting a number of objects, that is how many are in the set.	Student needs to know the number names in the counting pattern to 20.	All year long. Assessment 0 to 10 (2nd MP), 0 to 15 (3rd MP), and 0 to 20 (4th MP)	Teacher observation of student counting objects and correctly stating the right number of the set.	K.CC.3 K.CC.5	When adding more to the group ask the question, if I add one more, how many do we have now? Five and Ten Frame Manipulatives		

Kindergarten Essential Standards

K.CC.4c - Student will understand that each successive number name refers to a quantity that is one larger.	Student knows that the next number counted is one more.	Student needs to know the number name in the counting patterns to 20.	All year long. Assessment 0 to 10 (2nd MP), 0 to 15 (3rd MP), and 0 to 20 (4th MP)	Teacher observation of student correctly counting.	K.CC.3 K.CC.5	Five and Ten Frame Manipulatives
K.CC.5 - Student will be able to count to answer "how many" questions about as many as 10 (standard says 20) things arranged in a line, a rectangular array; given a number from 1-20, count out that many objects.	Student can count or show objects and tell how many up to 20. Focus on 5, then 10. Given a number 1-5 (then 1-10) on a (five) ten frame. Students can answer: "How many do you see?" "How do you see them?"	Student needs to know the number name in the counting patterns to 10. One-to-one correspondence.	All year long. Assessment 0 to 10 (2nd MP), 0 to 15 (3rd MP), and 0 to 20 (4th MP)	Paper pencil and/or manipulatives. Orally using ten frame flashcards to answer "how many?" Matching ten frame cards with number flashcards.	K.CC.3 Work with numbers larger than 10 using two ten frames.	Five and Ten Frame Manipulatives
K.CC.6 - Student will be able to 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.	Student can say which group has more or less or equal amount by matching or counting the number of objects in both groups.	Student needs to know the number names, one-to-one correspondence, and the counting patterns to 12.	3rd MP	Paper pencil and/or manipulatives. Teddy bear workmats.	Students need to know the number names, one-to-one correspondence, and counting patterns to 20. K.CC.7	Ten frames, work mats and manipulatives.
K.CC.7 - Student will be able to compare two numbers between 1 to 10 presented as written numerals.	Student can tell the number and tell which one is greater than, less than or equal when shown two numbers.	Students need to know the order you say the numbers in the counting pattern are connected. K.CC 4 and K.CC 3	3rd MP	Paper pencil. Given two numerals determine which is greater than, less than, or equal to. Work mats	Students can work with numbers greater than 10.	Ten frames, work mats and manipulatives (for struggling students, which is really K.CC.6).
K.OA.1 - Student will be able to represent addition and subtraction with objects, fingers, mental images, drawing, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.	Student can show addition different ways. This standard describes the strategies that students should use to develop a working understanding of addition and subtraction. Each of these should be practiced within 5 (focus here) and then within 10 following CRA. (Concrete, Representation/picture, Abstract/mental strategies).	Student needs to know the number names, one to one correspondence and counting patterns in sequential orders.	3rd MP	Teacher observation.	Students can work with numbers greater than 10.	Ten frames, work mats and manipulatives
K.OA.4 - Student will (for any given number from 1-9), 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. (ten frames)	Given a number 1-9 on a ten frame. Students can answer: "How many do you see?" ("How do you see them?") "How many more do you need to make 10?" "How do you know?"	Student needs to know the number names, one to one correspondence and counting patterns in sequential orders.	4th MP	Paper pencil and/or manipulatives and/or teacher observation.	Students can work with numbers greater than 10.	Ten frames, work mats and manipulatives
K.OA.5 - Student will fluently add and subtract within 5.	Student can show addition and subtraction within 5.	Student needs to know the number names, one to one correspondence, have a mental picture of the numbers 1-5 and counting patterns in sequential orders.	4th MP	Teacher observation.	Students can work with numbers greater than 5.	Five frames for struggling students. Work mats and manipulatives.