

Essential Standard - Standard should be taught in depth – These are the major work of the grade level

Supporting Standard- Support essential standards -Students need an intermediate understanding of these standards

Additional Standard- Students need a basic foundation of these standards

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time they take to master and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice (SMP). To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. <https://achievethecore.org/>

Quarter 1

Standards for Mathematical Practice

[K and 1 Standards for Mathematical Practice Posters.pdf \(eriercd.org\)](#)

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|---|--|
| 1. Make sense of problems and persevere in solving them | 5. Use appropriate tools strategically |
| 2. Reason abstractly and quantitatively | 6. Attend to precision |
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| 4. Model with mathematics | 8. Look for and express regularity in repeated reasoning |

CC.2.4.K.A.4 Classify objects and count the number of objects in each category (PA Core – NWEA)

Measurement and Data	K.MD.A.2	Classify objects into given categories; count the number of objects in each category and sort the categories by count. <i>Limit category counts to be less than or equal to 10.</i>
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CC.2.1.K.A.1 Know number names and write and recite the count sequence (PA Core – NWEA)

Counting and Cardinality	K.CC.A.1	Rote count to 100 by 1s. Rote count to 100 by 10s.
	K.CC.A.2	Count forward beginning from a given number within the known sequence rather than beginning at 1.
	K.CC.A.3	Write numbers 0-20. Represent a number of objects with a written numeral 0-20.

CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects (PA Core – NWEA)

	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
	K.CC.B.4.A	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.

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Counting and Cardinality	K.CC.B.4.B	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 order in which they were counted.
	K.CC.B.4.C	Understand that each successive number name refers to a quantity that is one larger.
	K.CC.B.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 on a scattered configuration; given a number from 1-20, count out that many objects. Count a number from 1-20, count out that many objects.
<i>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19 (PA Core – NWEA)</i>		
Number and Operations in Base Ten	K.NBT.A.1	Compose and decompose numbers from 11-19 into ten ones and some further ones.

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CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities (PA Core-NWEA)

Counting and Cardinality	K.CC.C.6	Identify whether the number of objects in one group is greater than, less than or equal to the number to objects in another group (use matching and counting strategies).
	K.CC.C.7	Compare two numbers between 1 and 20 presented as written numerals.

CC.2.3.K.A.2 Analyze, compare, create and compose two and three-dimensional shapes (PA Core-NWEA)

Geometry	K.G.B.4	Analyze and compare two and three-dimensional shapes using informal language to describe parts (e.g., number of sides and vertices/corners and other attributes (e.g., having sides of equal length).
	K.G.B.5	Model shapes in the world by building shapes from components.
	K.G.B.6	Compose simple shapes to form larger shapes.

CC.2.4.K.A.4 Identify and describe two and three-dimensional shapes (PA Core- NWEA)

Geometry	K.G.A.1	Describe objects in the environment using names of shapes and describe the relative proportions of these objects using terms such as above, below, beside, in front of, behind and next to.
	K.G.A.2	Correctly name shapes regardless of their orientation or overall size.
	K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

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CC.2.1.K.A.1 Know number names and write and recite the count sequence (PA Core – NWEA)		
Counting and Cardinality	K.CC.A.1	Rote count to 100 by 1s. Rote count to 100 by 10s.
	K.CC.A.2	Count forward beginning from a given number within the known sequence rather than beginning at 1.
	K.CC.A.3	Write numbers 20-50 (Q1 – 0-20). Represent a number of objects with a written numeral.
CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19 (PA Core – NWEA)		
Number and Operations in Base Ten	K.NBT.A.1	Compose and decompose numbers from 11-19 into ten ones and some further ones.
CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects (PA Core – NWEA)		
Counting and Cardinality	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
	K.CC.B.4.A	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.
	K.CC.B.4.B	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 order in which they were counted.
	K.CC.B.4.C	Understand that each successive number name refers to a quantity that is one larger.
	K.CC.B.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 on a scattered configuration; given a number from 1-20, count out that many objects. Count a number from 1-20, count out that many objects.

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CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10 (PA Core-NWEA)

Operations and Algebraic Thinking	K.OA.A.1	Represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions or equations.
	K.OA.A.2	Solve addition word problems.
	K.OA.A.2	Add within 10.
	K.OA.A.3	For any number from 1-9, find the number given that makes 10 when added to a give number.
	K.OA.A.5	Fluently add within 5 - *Required Fluency for K*

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CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10 (PA Core-NWEA)

Operations and Algebraic Thinking	K.OA.A.1	Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions or equations.
	K.OA.A.2	Solve subtraction word problems.
	K.OA.A.2	Subtract within 10.
	K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way.
	K.OA.A.5	Fluently subtract within 5 - *Required Fluency for K*

DOE.MD.A. Measuring Time and Money (No PA Core standard – added by Diocese of Erie)

Measurement and Data	DOE.MD.A.1	Tell time to the hour and half hour using an analog clock.
	DOE.MD.A.2	Recognize, identify and count coins using the cent sign (pennies, nickels and dimes).

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CC.2.4.K.B.1 Describe and compare measurable attributes of length, area, weight and capacity of everyday objects (PA Core – NWEA)		
Measurement and Data	K.MD.A.1	Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.
	K.MD.A.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.
CC.2.1.K.A.1 Know number names and write and recite the count sequence (PA Core – NWEA)		
Counting and Cardinality	K.CC.A.1	Rote count to 100 by 1s. Rote count to 100 by 10s.
	K.CC.A.2	Count forward beginning from a given number within the known sequence rather than beginning at 1.
	K.CC.A.3	Write numbers 50-100 (Q2 20-50). Represent a number of objects with a written numeral.
CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects (PA Core – NWEA)		
Counting and Cardinality	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
	K.CC.B.4.A	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.
	K.CC.B.4.B	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 order in which they were counted.
	K.CC.B.4.C	Understand that each successive number name refers to a quantity that is one larger.

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	<p>K.CCC.B.5</p>	<p>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 scattered</p> <p>Given a number from 1-20, count out that many objects.</p>
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CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10 (PA Core-NWEA)

Operations and Algebraic Thinking	K.OA.A.1	Represent addition <u>and</u> subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions or equations.
	K.OA.A.2	Solve addition <u>and</u> subtraction word problems.
	K.OA.A.2	Add <u>and</u> Subtract within 10.
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CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects (PA Core – NWEA)		
Counting and Cardinality	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
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