

**Mastery Level (ML) Codes: 1=Standard should be taught in depth; 2=Students need a basic foundation; 3=If time permits**

ML	Expectation:	Sample Problem / Explanation	Pacing	Assessment	Resources
<b><i>Counting and Cardinality</i></b>					
<b><i>K.CC Know number names and the count sequence</i></b>					
1	1. Rote count to 100 by 1's.				
1	2. Rote count to 100 by 10's.				
1	3. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).				
1	4. Write numbers from 0-20.				
1	5. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).				
2	6. Identify ordinal positions through five.	First (1st), second (2nd), etc.			
<b><i>K.CC Count to tell the number of objects</i></b>					
1	7. 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.				
1	8. 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.				
1	9. Understand that each successive number name refers to a quantity that is one larger.				
1	10. 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.				
1	11. Given a number from 1-20, count out that many objects.				

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<b><i>K.CC Compare numbers</i></b>					
1	12. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (use matching and counting strategies).				
1	13. Compare two numbers between 1 and 10 presented as written numerals.				
<b><i>Operations and Algebraic Thinking</i></b>					
<b><i>K.OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</i></b>					
1	1. Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.				
1	2. Solve addition word problems, e.g., by using objects (e.g., pennies) or drawings to represent the problem.				
1	3. Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.				
1	4. Solve subtraction word problems, e.g., by using objects (e.g., pennies) or drawings to represent the problem.				
1	5. Add and subtract within 10.				
1	6. 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.	$5=2+3$ and $5=4+1$			
1	7. 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.				

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1	8. Fluently add and subtract within 5.				
<b><i>Number and Operations in Base Ten</i></b>					
<b><i>K.NBT Work with numbers 11 - 19 to gain foundations for place value</i></b>					
1	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. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	18=10+8			
<b><i>Measurement and Data</i></b>					
<b><i>K.MD Describe and compare measurable attributes</i></b>					
1	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.				
1	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.	Directly compare the heights of two children and describe one child as taller/shorter.			
<b><i>K.MD Classify objects and count the number of objects in each category</i></b>					
1	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.				
2	4. Tell time to the hour and half hour.				
2	5. Identify coins: penny, nickel, and dime.				
2	6. Count coins using the cent sign.				
3	7. Recognize, create, and interpret data from a simple bar graph and pictograph.				

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<b>Geometry</b>					
<b><i>K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</i></b>					
1	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.	Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres			
1	2. Correctly name shapes regardless of their orientation or overall size.				
1	3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").				
<b><i>K.G Analyze, compare, create, and compose shapes</i></b>					
1	4. Analyze 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).				
1	5. Compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, and differences.				
1	6. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.				
1	7. Compose simple shapes to form larger shapes.	"Can you join these two triangles to make a rectangle?"			