Common Core Performance Standards

Key Areas of Focus for Mathematics

Trimester 1	Trimester 2	Trimester 3
Sections: 1,2,3	**Sections: 2,3,4,5,7,8**	**Sections: 2,3,4,6,7,8**
Counting and Cardinality Count to 30 by ones. Count forward from any number higher than 10 to 30. Identify numbers 0-20. Write numbers 0-20. Represent numbers 0-20. Count to tell the number of objects. Restate the number of objects counted without recounting. **Operations and Algebraic Thinking** **Number and Operations in Base Ten** . **Measurement and Data** **Geometry** Use names of shapes to describe objects in the environment. Name shapes in any position (circle, square, triangle, and rectangle).	**Counting and Cardinality** Count to 60 by ones. Count to 60 by tens. Count forward from any number higher than 20 to 60. Identify and write numbers 0-20 in random order. Represent numbers. Understand each successive number name refers to quantity that is one larger through 60. Count to answer “How many?” Compare number of objects up to ten in one group to a number of objects up to ten in another group using strategies. **Operations and Algebraic Thinking** Represent addition and subtraction problems (without symbols). Solve addition and subtraction problems (with manipulatives) through ten. **Number and Operations in Base Ten** Compose and decompose 11-19 into tens and ones. **Measurement and Data** Describe a single object using at least two measurable attributes. Directly compare two objects based on measureable attributes and determine which has “more of”/”less of” the attribute. **Geometry** Use names of shapes to describe objects in the environment. Name shapes in any position (circle, square, triangle, and rectangle; cube, cone, cylinder, and sphere). Identify objects relative to positions: above, below, next to, beside, behind, in front of. Compose shapes to form larger shapes.	**Counting and Cardinality** Count to 100 by ones and tens. Count forward from any number to 100. Write and represent numbers 0-20. Understand each successive number name refers to quantity that is one larger through 100. Count to answer “How many?” using efficient strategies. Compare number of objects in one group to a number of objects in another group. Compare two numbers between 1 and 10 presented as written numerals. **Operations and Algebraic Thinking** Solve addition and subtraction word problems. Decompose numbers less than ten into pairs and represent pairs with drawing or equation. Find complements of ten. Add and subtract within ten. Fluently add and subtract within 5. **Number and Operations in Base Ten** Compose and decompose 11-19 into tens and ones and record results with an equation or drawing. Understand numbers 10-19 and be named as ones or a combination of tens and ones. **Measurement and Data** Describe and compare measurable attributes. Classify objects and count the number of objects in each category. **Geometry** Identify and describe shapes. Analyze, compare, create, and compose shapes.

Standards Key

CC=Counting and Cardinality, **OA**=Operations and Algebraic Thinking, **NBT**=Number and Operations in Base Ten, **MD**=Measurement and Data, **G**=Geometry

K.CC.1a,2,3,4a,4b	K.G.1a,2a	K.CC.1a,1b,2,3,4,5,6 K.OA.1,2,3(preview)	K.MD.1,2 K.G.1a,1b,2b,6	K.CC.1,2,3,4c,5,6,7 K.OA.2,3,4,5 K.NBT.1	K.MD.1,2,3 K.G.1b,2b,3,4,5,6

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.

Math Claims

Claim 1: Concepts and Procedures
Claim 2: Problem Solving
Claim 3: Communicating Reasoning
Claim 4: Modeling and Data Analysis