

**KINDERGARTEN ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR LITERATURE**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
<b>CLUSTER</b>	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		<b>CLUSTER</b>	1. With prompting and support, match illustrations with parts of familiar stories. 2. (Not applicable to literature) 3. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).	<b>GUIDANCE</b> <b>Concepts:</b> <i>The same ideas appear across words, pictures, and characters.</i> <b>Skills:</b> Match illustrations with text, text with topic, and text on the same topic. <b>Big Ideas:</b> Authors express ideas through words and pictures. Characters in different books can have similar experiences. <b>Essential Questions:</b> Which illustration goes with this part of the story? What other character is having an experience like this other character?
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
<b>CLUSTER</b>	10. Actively engage in group reading activities with purpose and understanding.		<b>CLUSTER</b>	10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me your favorite part</i> ).	<b>GUIDANCE</b> <b>Concepts:</b> <i>Listening is an active process.</i> <b>Skills:</b> Listen to a book for a purpose. <b>Big Ideas:</b> Engaging during group reading requires thinking and communicating. <b>Essential Questions:</b> What is our purpose for listening? How do we communicate our thinking to others?

**KINDERGARTEN ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR INFORMATIONAL TEXT**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Identify details in text	Key Ideas and Details	GUIDANCE	Key Ideas and Details
<b>CLUSTER</b>	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text.. 3. With prompting and support, identify characters, settings, and major events in a story		<b>CLUSTER</b> 1. With prompting and support, answer questions about key details in a familiar text. 2. With prompting and support, identify key details in a familiar text. 3. With prompting and support, identify individuals, events or ideas in a familiar text.		<b>Concept:</b> <i>Texts contain details that the reader must remember to answer questions</i> <b>Skills:</b> Answer questions, identify information in a text. <b>Big Idea:</b> Finding details and remembering them is important in reading and listening. <b>Essential Questions:</b> What does the author tell us? Do we remember all of the important details?
Craft and Structure		Recognize text structure	Craft and Structure	GUIDANCE	Craft and Structure
<b>CLUSTER</b>	4. Ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title of a book. 6. Name the author and illustrator for a text and define the role of each in presenting the ideas or information in a text.		<b>CLUSTER</b> 4. With prompting and support, ask a reader about unknown words in a text. 5. Identify the front cover of the book. 6. With prompting and support, identify the print as the part of the page to be read (e.g., <i>Show me where I start reading.</i> ).		<b>Concepts:</b> <i>Print carries meaning and is stable over time.</i> <b>Skills:</b> Ask questions about a text, recognize text, identify print <b>Big Ideas:</b> <i>We should understand the words we see and hear in books. A text never changes no matter how many times we read it. Reading involves reading words not just looking at pictures.</i> <b>Essential Questions:</b> What do the words that we are hearing mean? Does this text look or sound like one we have read before? Where are the words we should read?

**KINDERGARTEN ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR INFORMATIONAL TEXT**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<b>CLUSTER</b>	<p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p>	<b>CLUSTER</b>	<p>7. With prompting and support, match illustrations with parts of familiar text.</p> <p>8. With prompting and support match key information from the text with the topic of the same text. (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).</p> <p>9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).</p>	<p><b>GUIDANCE</b></p> <p><b>Concepts:</b> <i>The same ideas appear across words, illustration and texts</i></p> <p><b>Skills:</b> Match illustrations with text, text with topic, and text on the same topic.</p> <p><b>Big Ideas:</b> Authors express ideas through words and illustrations. One topic or idea can appear in many texts.</p> <p><b>Essential Questions:</b> How do the illustrations go with text? How is the text like other texts we know? Where have we seen or heard this information before?</p>
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
<b>CLUSTER</b>	<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<b>CLUSTER</b>	<p>10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen to the story so you can tell me who the main characters are</i>).</p>	<p><b>GUIDANCE</b></p> <p><b>Concepts:</b> <i>Listening is an active process.</i></p> <p><b>Skills:</b> Listen to a text for a purpose.</p> <p><b>Big Ideas:</b> Engaging during group reading requires thinking and communicating</p> <p><b>Essential Questions:</b> What is our purpose for listening? How do we communicate our thinking with others?</p>

**KINDERGARTEN ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR FOUNDATIONAL SKILLS**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
<b>Print Concepts</b>		<b>Understand concept of print, words and letters</b>	<b>Print Concepts</b>		<b>Print Concepts</b>
<b>CLUSTER</b>	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet		<b>CLUSTER</b>	1. Demonstrate understanding of the organization and basic features of print. a. Understand that books are read one page at a time from beginning to end. b. Understand that print is written left to right c. Understand that print is written top to bottom d. Recognize and name 14 or more uppercase letters of the alphabet in context. e. Recognize and name 4 or more lowercase letters of the alphabet in context.	<b>Concept:</b> <i>Letters, words, and whole texts have consistent features.</i> <b>Skills:</b> Turn pages or advance through text; Point or advance through words one-at-a- time, left to right. Top to bottom; Recognize and name. <b>Big Idea:</b> Each letter has a different name, shape and orientation. The words in books and other texts are written from left-to-right, top-to- bottom, from one page to the next. <b>Essential Questions:</b> How do we know which word to read next? How can I remember the name of this letter
	<b>Fluency</b>			<b>Fluency</b>	<b>Fluency</b>
	4. Read emergent-reader texts with purpose and understanding	<b>Engage independently with books</b>		4. Engage in independent study of books (e.g., studies book pages one page at a time).	<b>Concept:</b> Books can be read. <b>Skills:</b> Turn pages or advance through the book; inspecting or studying individual pages; sustained attention through the book. <b>Big Idea:</b> Independently exploring books helps children learn about the features of books. <b>Essential Questions:</b> How do we see what happens next? How do we find our favorite

**KINDERGARTEN ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR FOUNDATIONAL SKILLS**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
<b>Phonological Awareness</b>			<b>Phonological Awareness</b>		<b>Phonological Awareness</b>
<b>CLUSTER</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. syllables, and sounds (phonemes). b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>Recognize sounds in spoken words</b>	<b>CLUSTER</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize spoken rhyming words. b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).  Recognize single syllable spoken words with the same onset (beginning sound).	<b>GUIDANCE</b>	<b>Concept:</b> <i>Words have sounds and sound sequences that can be compared.</i>  <b>Skills:</b> Identify sounds in words; comparing sounds in words; identify syllables in words.  <b>Big Idea:</b> The sounds and syllables in words can be identified, isolated, and compared.  <b>Essential Questions:</b> What sound do we hear at the beginning of the word? How many parts do we hear in the word? Which words have the same ending?
	<b>Phonics and Word Recognition</b>		<b>Phonics and Word Recognition</b>		<b>Phonics and Word Recognition</b>
	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>Use letter name and letter-sound knowledge</b>	Apply letter name and letter-sound knowledge when decoding words.  Recognize own name in print. Recognize other written words that begin with the same letter as own name. Identify written words that start with the same letter in own name. Recognize sound of first letter in own name. Recognize other words that begin with the same sound as own name.		<b>Concept:</b> <i>The letters/sounds in own name are always the same, but they can appear in other words.</i>  <b>Skills:</b> Identify name; identify first letter/ sound in name; identify other words with same first letter/sound as name. <b>Big Idea:</b> Identifying own name and its letters/sounds supports the identification of those letters/sounds in other words. <b>Essential Questions:</b> Where is my name? What are the letters in my name? What other words start like my name?

*\* Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

## KINDERGARTEN ENGLISH/LANGUAGE ARTS

### WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
CLUSTER	<b>Text Types and Purposes</b>	<b>Write about a self-selected topic</b>	<b>Text Types and Purposes</b>	<b>Text Types and Purposes</b>
	<ol style="list-style-type: none"> <li>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</li> <li>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> </ol>		<ol style="list-style-type: none"> <li>1. Select a book and use drawing, dictating, or writing* to state an opinion about it.</li> <li>2. Select a topic and use drawing, dictating, or writing* to compose a message about the topic.</li> <li>3. Select an event and use drawing, dictating, or writing* to compose a message about the event.</li> </ol>	<p><b>Concept:</b> Opinions and ideas can be written down.  <b>Skills:</b> Choosing a book, topic, or event; Drawing, dictating or writing.  <b>Big Idea:</b> Self-selecting topics tap background knowledge and experience making it easier to form opinions and ideas to draw, dictate, or write about.  <b>Essential Questions:</b> What do I think about this book?            What do I have to say about this topic? How can I share my opinions and ideas?</p>
CLUSTER	<b>Production and Distribution of Writing</b>	<b>Revise and publish own writing</b>	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
	<ol style="list-style-type: none"> <li>4. (Begins in grade 3)</li> <li>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>		<ol style="list-style-type: none"> <li>7. (Begins in grade 3)</li> <li>8. With guidance and support from adults, add more information to own written message to strengthen it.</li> <li>9. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>	<p><b>Concept:</b> Writing more information and using digital tools can improve the quality of written messages.  <b>Skills:</b> Communicate multiple ideas; explore digital tools; work with others; add more to what has already been written.  <b>Big Idea:</b> Writing can be improved by adding more information and using digital tools to support production and publication.  <b>Essential Questions:</b> What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool?</p>

# KINDERGARTEN ENGLISH/LANGUAGE ARTS

## WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Research to Build and Present Knowledge		Recall information for writing	Research to Build and Present Knowledge		Research to Build and Present Knowledge
CLUSTER	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)		CLUSTER	7. Participate in shared writing about: 8. Familiar topics. a. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences). 9. With guidance and support from adults, identify information, objects, or events that relate to own experiences. (Begins in grade 4)	<b>Concept:</b> <i>Familiar experiences serve as an important source of information for writing.</i> <b>Skills:</b> Recall information from familiar topics, books and activities; Relate information, objects or events to own experience. <b>Big Idea:</b> Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing. <b>Essential Questions:</b> What do we remember about this book/activity? What do we know about this? When have we seen something like this before? When have we done something like this before? What should we write about it? How do we write it?
	Range of Writing			Range of Writing	
	10.(Begins in grade 3)		10. (Begins in grade 3)		

*\*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

## UNDERSTANDING / LANGUAGE ARTS

*\*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

### Speaking and Listening

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration		Communicate purposefully	Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	<div>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</div> <div>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</div> <div>b. Continue a conversation through multiple exchanges.</div> <div>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</div> <div>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</div>		CLUSTER	<div>1. Participate in communicative exchanges:</div> <div>a. Participate in multiple exchanges with adult communication partners.</div> <div>b. Communicate directly with peers.</div> <div>2. Answer questions about key details from books read aloud by others or presented through other media.</div> <div>3. Ask for help when needed.</div>	GUIDANCE



# KINDERGARTEN ENGLISH/LANGUAGE ARTS

## SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas		Communicate purposefully	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		CLUSTER	<p>4. Identify familiar people, places, things, and events.</p> <p>5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events.</p> <p>6. Communicate thoughts, feelings, and ideas.</p>	<p><b>GUIDANCE</b></p> <p><b>Concept:</b> <i>Things you know, think and feel can be communicated through language and representations.</i></p> <p><b>Skills:</b> Identify familiar people, places, things, events, make choices, create representations, use language to communicate</p> <p><b>Big Idea:</b> Language and representations can be used to tell others what you are thinking.</p> <p><b>Essential Questions:</b> Is this person someone I know? What do I know about them? Can I pick a picture or draw something that tells about the person? (e.g., That's Mommy. Mommy drives a van. I pick a picture of a van.) Do I know where we are going? Have I been there before? Do I know what that is? Have I done this before? What do I want to show others about that? How can I say what I am thinking or feeling?</p>

## KINDERGARTEN ENGLISH/LANGUAGE ARTS

### LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS	
Conventions of Standard English		Communicate conventionally	Conventions of Standard English	Conventions of Standard English	
CLUSTER	<div>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<div>a. Print many upper- and lowercase letters.</div><div>b. Use frequently occurring nouns and verbs.</div><div>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs</i> ; <i>wish, wishes</i>).</div><div>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</div><div>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</div><div>f. Produce and expand complete sentences in shared language activities.</div></div> <div>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<div>a. Capitalize the first word in a sentence and the pronoun I.</div><div>b. Recognize and name end punctuation.</div><div>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</div><div>d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</div></div>		<div>1. Demonstrate understandings of standard English grammar usage when communicating.<div>a. Use frequently occurring nouns and verbs.</div><div>b. Understand question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</div></div> <div>2. Link two or more words together in own communication</div>	GUIDANCE	<b>Concept:</b> <i>Different words have different meanings and uses.</i>  <b>Skills:</b> Use nouns and verbs, understand question words, combine two or more words to communicate  <b>Big Idea:</b> Communication involves the understanding and use of a variety of words that can be combined.  <b>Essential Questions:</b> What am I being asked? What is the name of that person, place or thing? What do you call that action? What words can I use together?
	Knowledge of Language		Knowledge of Language		Knowledge of Language
(Begins in grade 2)			(Begins in grade 2)	(Begins in grade 2)	

*\*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

## KINDERGARTEN ENGLISH/LANGUAGE ARTS

### LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Vocabulary Acquisition and Use			Vocabulary Acquisition and Use			
CLUSTER	<div>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</div> <div>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</div> <div>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</div> <div>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</div> <div>c. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</div> <div>d. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</div> <div>e. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</div> <div>f. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</div> <div>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</div>	Acquire and use vocabulary	CLUSTER	<div>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</div> <div>5. With guidance and support from adults, explore word relationships.</div> <div>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</div> <div>b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</div> <div>6. Use words appropriately across context</div>	GUIDANCE	<div>Vocabulary Acquisition and Use</div> <div><b>Concept:</b> <i>Vocabulary is learned through exploration and use across contexts.</i></div> <div><b>Skills:</b> Identify and use content specific vocabulary, explore word relationships with an adult, use words across context</div> <div><b>Big Idea:</b> Words are related to each other and the context in which they are used.</div> <div><b>Essential Questions:</b> What word do I need to use? Have I learned a word that would help me here? How are these words the same and different? Have I heard this word before? What do I know about this word?</div>

Kindergarten Mathematics Counting and Cardinality		
Common Core State Standards		Essence
Know number names and the count sequence.		Know number names and the count sequence.
Cluster	<ol style="list-style-type: none"> <li>Count to 100 by ones and by tens.</li> <li>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>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).</li> </ol>	Cluster <ol style="list-style-type: none"> <li>Understand number words as representing a quantity.</li> <li>Understand the concept of “one” and “more”.</li> <li>Count forward using the 1-10 sequence.</li> <li>Write or use an alternative pencil to write numbers 0-10.</li> </ol>

Count to tell the number of objects.		Count to tell “how many”/ quantity	Count to tell the number of objects.
Cluster	<ol style="list-style-type: none"> <li>Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol> </li> <li>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.</li> </ol>		Cluster <ol style="list-style-type: none"> <li>Understand the relationship between numbers and quantities (0-10); connect counting to cardinality. <ol style="list-style-type: none"> <li>When counting objects, indicate 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.</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol> </li> <li>Count to answer “how many?” questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects or indicate the number of objects.</li> </ol>
Compare numbers.		Compare numbers to determine more, less or equal	Compare numbers.
	<ol style="list-style-type: none"> <li>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.</li> <li>Compare two numbers between 1 and 10 presented as written numerals.</li> </ol>		<ol style="list-style-type: none"> <li>Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</li> </ol>

Kindergarten Mathematics Measurement and Data				
Common Core State Standards		Essence	Extended Common Core	
<b>Describe and compare measurable attributes.</b>		<b>Measureable attributes of length</b>	<b>Describe and compare measurable attributes.</b>	
<b>Cluster</b>	<ol style="list-style-type: none"> <li>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>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></li> </ol>		<b>Cluster</b>	<ol style="list-style-type: none"> <li>Compare the length of two objects using direct comparison.</li> <li>Use appropriate vocabulary to describe differences in length (e.g., longer/ shorter).</li> </ol> <p><i>Concepts added at this grade to begin development of background knowledge for concepts developed in later grades.</i></p> <ol style="list-style-type: none"> <li>Use the words, before/after, now/later, soon/never to refer to personal activities and events (time concepts).</li> <li>Understand first-then schedule (time concepts).</li> </ol>
<b>Classify objects and count the number of objects in each category.</b>		<b>Sort objects by attribute and count “how many” in set.</b>	<b>Sort objects and count the number of objects in each category.</b>	
<b>Cluster</b>	<ol style="list-style-type: none"> <li>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ol>		<b>Cluster</b>	<ol style="list-style-type: none"> <li>Identify objects as “same” or “different.”</li> <li>Recognize similarities and differences between objects (attribute).</li> <li>Sort objects according to attribute and count “how many” in sets (1-5 objects per set).</li> </ol>

Kindergarten Mathematics Geometry		
Common Core State Standards		Extended Common Core
<b>Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>		<b>Identify and describe shapes (squares and circles).</b>
<b>Cluster</b>	<ol style="list-style-type: none"> <li>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</li> <li>Correctly name shapes regardless of their orientations or overall size.</li> <li>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> </ol>	<b>Cluster</b> <ol style="list-style-type: none"> <li>Describe objects in the environment using names of shapes.</li> <li>Describe the relative position of objects using terms such as in, on, out, under, off to locate objects.</li> </ol>
<b>Analyze, compare, create, and compose shapes.</b>		<b>Compare shapes.</b>
<b>Cluster</b>	<ol style="list-style-type: none"> <li>Analyze and compare a variety of 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).</li> <li>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>Compose simple shapes to form larger shapes.</li> </ol>	<b>Cluster</b> <ol style="list-style-type: none"> <li>Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).</li> </ol>