
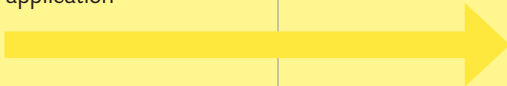
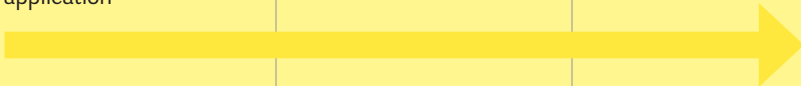
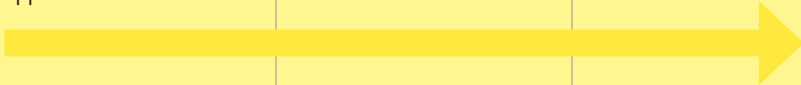



★ Mastery Expectations

For the Kindergarten Curriculum

In Kindergarten, *Everyday Mathematics* focuses on procedures, concepts, and applications in two critical areas:

- Representing and comparing whole numbers, initially with sets of objects.
- Describing shapes and space.

|  Common Core State Standards | First Quarter Benchmark Expectations for Sections 1 through 3 | Second Quarter Benchmark Expectations for Sections 4 and 5 | Third Quarter Benchmark Expectations for Sections 6 and 7 | Fourth Quarter Benchmark Expectations for Sections 8 and 9 |
|---|---|--|--|--|
| K.CC.1 | Count orally by ones to 19. | Count orally by ones to 50. Count orally by tens to 50. | Count orally by ones to 80. Count orally by tens to 80. | ★ Count to 100 by ones and by tens. |
| K.CC.2 | Count forward to 10 starting from numbers other than 1. | Count forward to 50 starting from numbers other than 1. | Count forward to 80 starting from numbers other than 1. | ★ Count forward to 100 beginning from numbers other than 1. |
| K.CC.3 | Read and write numbers from 0 to 10. Represent up to 10 objects with a written numeral. | ★ 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). | Ongoing practice and application  | |
| K.CC.4a | ★ 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. | Ongoing practice and application  | | |
| K.CC.4b | ★ 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. | Ongoing practice and application  | | |


 Instruction concludes for this standard during this quarter (but the standard may be revisited for review, practice, or application to promote long-term retention, applications, generalization, and transfer).

★ Mastery expected during this quarter.



Common Core State Standards

| | First Quarter Benchmark Expectations for Sections 1 through 3 | Second Quarter Benchmark Expectations for Sections 4 and 5 | Third Quarter Benchmark Expectations for Sections 6 and 7 | Fourth Quarter Benchmark Expectations for Sections 8 and 9 |
|----------------|--|--|---|--|
| K.CC.4c | ★ Understand that each successive number name refers to a quantity that is one larger. | Ongoing practice and application | | |
| K.CC.5 | Count arranged and scattered sets of up to 10 objects. Count out up to 10 objects. | Count arranged sets of up to 20 objects. Count scattered sets of up to 10 objects. Count out up to 10 objects. | ★ 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. | Ongoing practice and application. |
| K.CC.6 | Compare the number objects in two groups using the terms more, fewer, and same. | ★ 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. | Ongoing practice and application | |
| K.CC.7 | No expectations for mastery at this point. | ★ Compare two numbers between 1 and 10 presented as written numerals. | Ongoing practice and application | |
| K.OA.1 | Represent end-unknown addition and subtraction situations within 5 concretely (using objects, fingers, drawings, or acting out). | Represent addition and subtraction concretely and verbally, but not yet symbolically. | Represent addition concretely, verbally, and symbolically. Represent subtraction concretely and verbally, but not yet symbolically. | ★ Represent addition and subtraction concretely (e.g., with objects, fingers, mental images, drawings, sounds, acting out situations), verbally, and symbolically (with expressions or equations). |

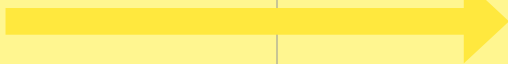
 Instruction concludes for this standard during this quarter (but the standard may be revisited for review, practice, or application to promote long-term retention, applications, generalization, and transfer).

 Mastery expected during this quarter.

| | Common Core State Standards | First Quarter Benchmark Expectations for Sections 1 through 3 | Second Quarter Benchmark Expectations for Sections 4 and 5 | Third Quarter Benchmark Expectations for Sections 6 and 7 | Fourth Quarter Benchmark Expectations for Sections 8 and 9 |
|---------------|-----------------------------|---|--|--|--|
| K.OA.2 | | Solve end-unknown number stories involving addition and subtraction within 5 using direct modeling with fingers, counters, pictures, or acting out. Add and subtract within 5 using objects, drawings, or other concrete strategies. | Solve simple number stories involving addition and subtraction using direct modeling. Add and subtract within 10 using objects, drawings, or other concrete strategies. | ★ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | Ongoing practice and application. |
| K.OA.3 | | Decompose numbers less than or equal to 10 into pairs in more than one way in the context of manipulatives, dot patterns, and ten frames. | Decompose numbers less than or equal to 10 into pairs in more than one way. Record decompositions with drawings. | ★ 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 (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). | Ongoing practice and application |
| K.OA.4 | | No expectations for mastery at this point. | Find number pairs that add to 10. | ★ 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. | Ongoing practice and application |
| K.OA.5 | | No expectations for mastery at this point. | Develop strategies for addition and subtraction within 5. | Develop strategies for addition and subtraction within 5. | ★ Fluently add and subtract within 5. |

Instruction concludes for this standard during this quarter (but the standard may be revisited for review, practice, or application to promote long-term retention, applications, generalization, and transfer).

★ Mastery expected during this quarter.

| | First Quarter Benchmark Expectations for Sections 1 through 3 | Second Quarter Benchmark Expectations for Sections 4 and 5 | Third Quarter Benchmark Expectations for Sections 6 and 7 | Fourth Quarter Benchmark Expectations for Sections 8 and 9 |
|----------------|--|---|---|---|
| K.NBT.1 | No expectations for mastery at this point. | Understand, compose, and decompose, numbers 11-19 as ten ones and some more ones concretely (e.g., with fingers or on a ten frame). | Understand, compose, and decompose, numbers 11-19 as ten ones and some more ones concretely (e.g., with fingers or on a ten frame). | ★ 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |
| K.MD.1 | No expectations for mastery at this point. | Describe the length and weight of objects using terms such as long, tall, short, heavy, and light. | Describe various measurable attributes of objects. Describe several measurable attributes of a single object. | ★ Describe various measurable attributes of objects, including length, weight, and capacity. Describe several measurable attributes of a single object. |
| K.MD.2 | Directly compare objects by length and describe the comparisons using the terms longer and shorter. | Directly compare objects by length and weight and describe the comparisons using terms such as longer, taller, shorter, heavier, and lighter. | Directly compare objects by length and weight and describe the comparisons using terms such as longer, taller, shorter, heavier, and lighter. | ★ Directly compare various measurable attributes of objects, such as length, weight, and capacity, and describe the comparisons. |
| K.MD.3 | Sort objects into categories using obvious attributes, such as color or shape. Count up to 10 objects in each category. | ★ Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | Ongoing practice and application  | |
| K.G.1 | Understand some positional terms. | Identify 2-dimensional shapes in the environment. Understand many positional terms. | Identify 2-dimensional and some 3-dimensional shapes in the environment. Use many positional terms. | ★ Describe objects in the environment using names of 2- and 3-dimensional shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. |

Instruction concludes for this standard during this quarter (but the standard may be revisited for review, practice, or application to promote long-term retention, applications, generalization, and transfer).

★ *Mastery expected during this quarter.*

**Common Core State Standards**

| | First Quarter Benchmark Expectations for Sections 1 through 3 | Second Quarter Benchmark Expectations for Sections 4 and 5 | Third Quarter Benchmark Expectations for Sections 6 and 7 | Fourth Quarter Benchmark Expectations for Sections 8 and 9 |
|--------------|---|--|---|--|
| K.G.2 | Identify and name some triangles, circles, and rectangles (including squares) in different sizes and orientations. | Identify and name triangles, circles, and rectangles (including squares) in different sizes and orientations. | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | ★ Correctly name shapes regardless of their orientations or overall size. |
| K.G.3 | No expectations for mastery at this point. | No expectations for mastery at this point. | ★ Identifies shapes as 2-dimensional or 3-dimensional | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). |
| K.G.4 | Describe the numbers of sides and vertices of triangles, circles, and rectangles (including squares) in different sizes and orientations. | Analyze and describe attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations. Compare attributes of 2-dimensional shapes | Analyze and describe attributes of basic 2-dimensional and 3-dimensional shapes in different sizes and orientations. Compare attributes of 2-dimensional shapes. | ★ Analyze and compare 2- and 3-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). |
| K.G.5 | No expectations for mastery at this point. | Draw recognizable circles, triangles, squares, and other rectangles. | Draw circles, triangles, squares, and other rectangles. | ★ Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. |
| K.G.6 | No expectations for mastery at this point. | Compose shapes from other shapes with the support of puzzle outlines or other structured guidance. | ★ Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” | Ongoing practice and application |

Instruction concludes for this standard during this quarter (but the standard may be revisited for review, practice, or application to promote long-term retention, applications, generalization, and transfer).

★ Mastery expected during this quarter.