

Domain: Counting & Cardinality K.CC													
Cluster	Core Standards	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
Know number names and the count sequence.	1. Count to 100 by ones and by tens.												
	2. Count forward beginning from a given number with the known sequence (instead of having to begin at 1).												
	3. 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).												
Count to tell the number of objects.	4. Understand the relationship between numbers and quantities; connect counting to cardinality.												
	a. When counting objects, say the number names in the standard order, pairing each object with one and only one object.												
	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 the order in which they are counted.												
	c. Understand that each successive number name refers to a quantity that is one larger.												
	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 in a scattered configuration; given a number from 1-20, count out that many objects.												
Compare numbers.	6. 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. ¹												
	7. Compare two numbers between 1 and 10 presented as written numerals.												
	¹ <i>Include groups with up to ten objects.</i>												

Domain: Geometry K.G												
Cluster	Core Standards	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .											
	K.G.2. Correctly name shapes regardless of their orientations or overall size.											
	K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").											
Analyze, compare, create, and compose shapes.	K.G.4. Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides of equal length).											
	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.											
	K.G.6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>											