

# Kindergarten Essential Curriculum



## QUARTER 1

**Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)**

- a. 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 (one to one correspondence).
- 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 were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

			Common Core Standard
K.CC.4.a	Count to 5 saying number names in standard order, with one to one correspondence	Count to 10 saying number names in standard order, with one to one correspondence	Count to 20 saying number names in standard order, with one to one correspondence
K.CC.4.b	Applies counting principles to 5 (conservation, cardinality, <i>stable order</i> ) * <i>confirm term</i>	Applies counting principles to 10 (conservation, cardinality, <i>stable order</i> ) * <i>confirm term</i>	Applies counting principles to 20 (conservation, cardinality, <i>stable order</i> )
K.CC.4.c	Understand that each successive number is 1 more (to 5)	Understand that each successive number is 1 more (to 10)	Understand that each successive number is 1 more (to 20)

**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. (K.CC.5)**

			Common Core Standard
K.CC.5	Count objects arranged in a line	Count objects arranged in a rectangular array	Count objects in a scattered configuration
	Given a number 1-5 count out that many objects	Given a number 1-10 count out that many objects	Given a number 1-20 count out that many objects
	* <i>Include subitizing</i>	* <i>Include subitizing</i>	* <i>Include subitizing</i>

**Count to 100 by ones and by tens (K.CC.1).**

				Common Core Standard
K.CC.1	Count to 20 by 1s	Count to 31 by 1s (note: calendar)	Count to <u>  </u> by 1s Count to 100 by 10s	Count to 100 by ones and by tens.

**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). (K.CC.3)**

				Common Core Standard
K.CC.3 (write)	Write digits 0 – 9.	Writing 10 – 20 with some reversals		Write numbers 0 - 20

**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. (K.G.1)**

				Common Core Standard
K.G.1	Identify shapes (squares, circles, triangles, rectangles, hexagons)	Find shapes in the environment		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.

**Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)**

			Common Core Standard
K.MD.1	Identify attributes of objects.	Identify measurable attributes of objects, such as length or weight.	Describe (long, short, tall, heavy, light) measurable attributes of objects, such as length or weight.  Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**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. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.2)**

		Common Core Standard
K.MD.2	** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1) **	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. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.3)**

			Common Core Standard	
K.MD.3	Identify attributes	Sort objects by given category	Count objects in category after sort	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**QUARTER 2**

**Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)**

- a. **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 (one to one correspondence).**
- 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 were counted.**
- c. **Understand that each successive number name refers to a quantity that is one larger.**

			Common Core Standard
K.CC.4.a	Count to 5 saying number names in standard order, with one to one correspondence	Count to 10 saying number names in standard order, with one to one correspondence	Count to 20 saying number names in standard order, with one to one correspondence
K.CC.4.b	Applies counting principles to 5 (conservation, cardinality, <i>stable order</i> ) <i>*confirm term</i>	Applies counting principles to 10 (conservation, cardinality, <i>stable order</i> ) <i>*confirm term</i>	Applies counting principles to 20 (conservation, cardinality, <i>stable order</i> )
K.CC.4.c	Understand that each successive number is 1 more (to 5)	Understand that each successive number is 1 more (to 10)	Understand that each successive number is 1 more (to 20)

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. (K.CC.5)

				Common Core Standard
K.CC.5	Count objects arranged in a line  * Include subitizing	Count objects arranged in a rectangular array  Given a number 1-5 count out that many objects  * Include subitizing	Count objects arranged in a circle  Given a number 1-10 count out that many objects  * Include subitizing	Count objects in a scattered configuration  Given a number 1-20 count out that many objects  * include subitizing

Count to 100 by ones and by tens (K.CC.1).

				Common Core Standard
K.CC.1	Count to 20 by 1s	Count to 31 by 1s (note: calendar)	Count to __ by 1s Count to 100 by 10s	Count to 100 by ones and by tens.

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). (K.CC.3)

				Common Core Standard
K.CC.3 (write)	Write digits 0 – 9.	Writing 10 – 20 with some reversals		Write numbers 0 - 20

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. (K.CC.6)

				Common Core Standard
K.CC.6	Identifies greater than/less than/equal to up to 5 (including 5) by using matching/counting strategies  * using same objects			Identifies greater than/less than/equal to up to 10 (including 10) by using matching/counting strategies  * enrichment with different size objects

**Compare two numbers between 1 and 10 presented as written numerals (K.CC.7)**

				Common Core Standard
K.CC.7	Compares two numbers (0-5) using representations (i.e. number line, five frame/ten frame)	Compares two numbers (0-10) using representations (i.e. number line, five frame/ten frame)	Compares two numbers (0-5) presented as written numerals	Compares two numbers (0-10) presented as written numerals

**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. (K.G.1)**

			Common Core Standard
K.G.1	Identify shapes (squares, circles, triangles, rectangles, hexagons)	Find shapes in the environment	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.

**Correctly name shapes regardless of their orientations or overall size. (K.G.2)**

			Common Core Standard
K.G.2	Identify shapes (squares, circles, triangles, rectangles, hexagons)  <i>* Note: Show various orientations.</i>		Correctly name shapes regardless of their orientations or overall size.

**Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)**

			Common Core Standard
K.MD.1	Identify attributes of objects.	Identify measurable attributes of objects, such as length or weight.	Describe (long, short, tall, heavy, light) measurable attributes of objects, such as length or weight.  Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**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. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.2)**

		Common Core Standard
K.MD.2	** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1) **	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. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.3)**

			Common Core Standard	
K.MD.3	Identify attributes	Sort objects by given category	Count objects in category after sort	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### QUARTER 3

**Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)**

- a. 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 (one to one correspondence).
- 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 were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

			Common Core Standard
K.CC.4.a	Count to 5 saying number names in standard order, with one to one correspondence	Count to 10 saying number names in standard order, with one to one correspondence	Count to 20 saying number names in standard order, with one to one correspondence
K.CC.4.b	Applies counting principles to 5 (conservation, cardinality, <i>stable order</i> ) <i>*confirm term</i>	Applies counting principles to 10 (conservation, cardinality, <i>stable order</i> ) <i>*confirm term</i>	Applies counting principles to 20 (conservation, cardinality, <i>stable order</i> )
K.CC.4.c	Understand that each successive number is 1 more (to 5)	Understand that each successive number is 1 more (to 10)	Understand that each successive number is 1 more (to 20)

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. (K.CC.5)

				Common Core Standard
K.CC.5	Count objects arranged in a line  * Include subitizing	Count objects arranged in a rectangular array  Given a number 1-5 count out that many objects  * Include subitizing	Count objects arranged in a circle  Given a number 1-10 count out that many objects  * Include subitizing	Count objects in a scattered configuration  Given a number 1-20 count out that many objects  * Include subitizing

Count to 100 by ones and by tens (K.CC.1).

				Common Core Standard
K.CC.1	Count to 20 by 1s	Count to 31 by 1s (note: calendar)	Count to __ by 1s Count to 100 by 10s	Count to 100 by ones and by tens.

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). (K.CC.3)

				Common Core Standard
K.CC.3 (write)	Write digits 0 – 9.	Writing 10 – 20 with some reversals		Write numbers 0 - 20

Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K.CC.2)

				Common Core Standard
K.CC.2	Count within 20 by 1 starting with any number ( <i>comes after K.CC.1 – emergent</i> )	Count within 31 by 1 starting with any number ( <i>comes after K.CC.1 – emergent</i> )	Count within __ by 1 starting with any number ( <i>comes after K.CC.1 – emergent</i> )	Count within __ starting with any number ( <i>comes after K.CC.1 – emergent</i> )

**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. (K.CC.6)**

				Common Core Standard
K.CC.6	Identifies greater than/less than/equal to up to 5 (including 5) by using matching/counting strategies  * using same objects			Identifies greater than/less than/equal to up to 10 (including 10) by using matching/counting strategies  * enrichment with different size objects

**Compare two numbers between 1 and 10 presented as written numerals (K.CC.7)**

				Common Core Standard
K.CC.7	Compares two numbers (0-5) using representations (i.e. number line, five frame/ten frame)	Compares two numbers (0-10) using representations (i.e. number line, five frame/ten frame)	Compares two numbers (0-5) presented as written numerals	Compares two numbers (0-10) presented as written numerals

**Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.1)**

				Common Core Standard
K.OA.1	Represent addition and subtraction with objects, acting out situations, verbal explanations  (within 5)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,  (within 5)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,  (within 10)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations  (within 10)

**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  $5 = 4 + 1$ ). (K.OA.3)**

			Common Core Standard
K.OA.3	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects or 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 $5 = 4 + 1$ ).

**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. (K.OA.4)**

			Common Core Standard
K.OA.4	For any number from 1 to 4, find the number that makes 5 when added to the given number, e.g., by using objects or drawings  *use a five frame	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  *use a ten frame	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.

**Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2)**

				Common Core Standard
K.OA.2 (Word Problems)	Solve addition and subtraction word problems within 5 by using objects	Solve addition and subtraction word problems within 5 by using objects <b>AND</b> drawings to represent the problem.	Solve addition and subtraction word problems within 10 by using objects <b>AND</b> drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects <b>OR</b> drawings to represent the problem.  * Note relevance of <b>AND/OR</b>
K.OA.2 (Computation)	Add and subtract within 5 using objects	Add and subtract within 5 using objects <b>AND</b> drawings	Add and subtract within 10 using objects <b>AND</b> drawings	

**Fluently add and subtract within 5. (K.OA.5)**

		Common Core Standard
K.OA.5		Fluently add and subtract within 5.

**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 (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)**

			Common Core Standard
K.NBT.1 (Composition / Decomposition)	Compose to 10	Compose 10 and some more to 15 / Decompose a number to 15 as a ten and some more  When counting objects, organize into a group of 10 and some more	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 <b>or equation</b> (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.NBT.1 (Representations)		Compose/decompose to using objects  Compose/decompose to using objects and/or drawings	

**Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” (K.G.6)**

		Common Core Standard
K.G.6	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)	* Standard later in year
		Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

**Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”). (K.G.3)**

			Common Core Standard
K.G.3	Identify attributes of two-dimensional shapes	Identify attributes of three-dimensional shapes	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**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 and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K.G.4)**

			Common Core Standard
K.G.4	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)	Count sides / vertices and other attributes	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using <b>informal language</b> to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5)**

			Common Core Standard
K.G.5	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)		Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

## QUARTER 4

### Count to 100 by ones and by tens (K.CC.1).

				Common Core Standard
K.CC.1	Count to 20 by 1s	Count to 31 by 1s (note: calendar)	Count to __ by 1s Count to 100 by 10s	Count to 100 by ones and by tens.

### 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). (K.CC.3)

				Common Core Standard
K.CC.3 (write)	Write digits 0 – 9.	Writing 10 – 20 with some reversals		Write numbers 0 - 20

### Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K.CC.2)

				Common Core Standard
K.CC.2	Count within 20 by 1 starting with any number <i>(comes after K.CC.1)</i>	Count within 31 by 1 starting with any number <i>(comes after K.CC.1)</i>	Count within __ by 1 starting with any number <i>(comes after K.CC.1)</i>	Count within __ starting with any number <i>(comes after K.CC.1)</i>

**Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.1)**

			Common Core Standard
K.OA.1	Represent addition and subtraction with objects, acting out situations, verbal explanations (within 5)	Represent addition and subtraction with objects, fingers, <b>mental images, drawings, sounds (e.g., claps)</b> , acting out situations, verbal explanations, (within 5)	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, <b>expressions, or equations</b> (within 10)

**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  $5 = 4 + 1$ ). (K.OA.3)**

			Common Core Standard
K.OA.3	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects <b>or drawings</b>	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 <b>decomposition by a drawing or equation</b> (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).

**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. (K.OA.4)**

			Common Core Standard
K.OA.4	For any number from 1 to 4, find the number that makes 5 when added to the given number, e.g., by using objects or drawings  <i>*use a five frame</i>	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  <i>*use a ten frame</i>	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.

**Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2)**

				Common Core Standard
K.OA.2 (Word Problems)	Solve addition and subtraction word problems within 5 by using objects	Solve addition and subtraction word problems within 5 by using objects <b>AND</b> drawings to represent the problem.	Solve addition and subtraction word problems within 10 by using objects <b>AND</b> drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects <b>OR</b> drawings to represent the problem.  <i>* Note relevance of AND/OR</i>
K.OA.2 (Computation)	Add and subtract within 5 using objects	Add and subtract within 5 using objects <b>AND</b> drawings	Add and subtract within 10 using objects <b>AND</b> drawings	

**Fluently add and subtract within 5. (K.OA.5)**

			Common Core Standard
K.OA.5			Fluently add and subtract within 5.

**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 (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. K.NBT.1)**

			Common Core Standard
K.NBT.1 (Composition / Decomposition)	Compose to 10	Compose 10 and some more to 15 / Decompose a number to 15 as a ten and some more  When counting objects, organize into a group of 10 and some more	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 (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.NBT.1 (Representations)		Compose/decompose to using objects  Compose/decompose to using objects and/or drawings	

**Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” (K.G.6)**

		Common Core Standard
K.G.6	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

**Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”). (K.G.3)**

			Common Core Standard
K.G.3	Identify attributes of two-dimensional shapes	Identify attributes of three-dimensional shapes	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**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 and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K.G.4)**

			Common Core Standard
K.G.4	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)	Count sides / vertices and other attributes  * Careful thought needs to be given in reference to attributes considered  * Standard later in year	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using <b>informal language</b> to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5)**

			Common Core Standard
K.G.5	** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ** (K.G.3)	* Standard later in year	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

