<table>
<thead>
<tr>
<th>Overview</th>
<th>Standards for Mathematical Content</th>
<th>Unit Focus</th>
<th>Standards for Mathematical Practice</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>K.CC.A.1* K.CC.A.3* K.CC.B.4 K.CC.B.5* K.OA.A.1* K.MD.B.3* K.G.A.1</td>
<td>● Know number names and the count sequence to 10 ● Count to tell the number of objects ● Understand addition as putting together and adding to and understand subtraction as taking apart and taking from ● Identify and describe shapes</td>
<td>MP.1 Make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>MP.4 Model with mathematics.</td>
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<td>MP.5 Use appropriate tools strategically.</td>
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<td>MP.6 Attend to precision.</td>
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<td>MP.7 Look for and make use of structure.</td>
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<td>MP.8 Look for and express regularity in repeated reasoning.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>K.CC.A.1* K.CC.A.2 K.CC.A.3* K.OA.A.1* K.OA.A.2 K.CC.B.5* K.CC.C.6 K.CC.C.7 K.OA.A.5*</td>
<td>● Know number names and the count sequence to 50 ● Understand addition as putting together and adding to understand subtraction as taking apart and taking from ● Count to tell the number of objects ● Compare numbers</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- **■** Major Clusters
- **□** Supporting
- **○** Additional Clusters
- ***** Benchmarked Standard
<table>
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<tr>
<td><strong>Unit 3</strong></td>
<td>K.CC.A.1* K.MD.A.1 K.MD.A.2 K.MD.B.3* K.G.A.2 K.G.A.3 K.OA.A.3 K.OA.A.4 K.NBT.A.1* K.OA.A.5*</td>
<td>• Know number names and the count sequence to 70&lt;br&gt;• Describe and compare measurable attributes&lt;br&gt;• Classify and count the number of objects in categories&lt;br&gt;• Identify and describe shapes&lt;br&gt;• Understand addition as putting together and adding to understand subtraction as taking apart and taking from&lt;br&gt;• Work with numbers 11-19 to gain foundations for place value</td>
<td>MP.1 Make sense of problems and persevere in solving them.&lt;br&gt;MP.2 Reason abstractly and quantitatively.&lt;br&gt;MP.3 Construct viable arguments and critique the reasoning of others.&lt;br&gt;MP.4 Model with mathematics.&lt;br&gt;MP.5 Use appropriate tools strategically.&lt;br&gt;MP.6 Attend to precision.&lt;br&gt;MP.7 Look for and make use of structure.&lt;br&gt;MP.8 Look for and express regularity in repeated reasoning.</td>
</tr>
</tbody>
</table>

**Unit 3:**

**Suggested Open Educational Resources**

- K.CC.A.1 Assessing Counting Sequences Part 1
- K.MD.A.1 Which is heavier?
- K.MD.A.2 Which is Longer?
- K.MD.B.3 Sort and Count 2
- K.OA.A.3 Shake and Spill
- K.OA.A.3 Pick Two
- K.NBT.A.1 What Makes a Teen Number
- K.OA.A.5 My Book of Five

**Unit 4**

**Place Value & Geometric Shapes**


- Know number names and the count sequence to 100<br>• Fluently add and subtract within 5<br>• Analyze, compare, create, and compose shapes<br>• Work with numbers 11-19 to gain foundations for place value

**Unit 4:**

**Suggested Open Educational Resources**

- K.CC.A.1 Counting by Tens
- K.G.B.4 Alike or Different Game
- K.NBT.A.1 What Makes a Teen Number
<table>
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<tr>
<td>K.CC.A.1. Count to 100 by ones and by tens. <em>(benchmarked)</em></td>
<td>MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</td>
<td>Concept(s): Number names and the count sequence up to 10 Students are able to: count orally by ones up to 10 Learning Goal 1: Count by ones up to 10.</td>
</tr>
<tr>
<td>K.CC.A.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). <em>(benchmarked)</em></td>
<td>MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.</td>
<td>Concept(s): Represent the number of objects with a numeral. Students are able to: write numbers from 0 to 10. Learning Goal 2: Represent the number of objects with a written numeral up to 10.</td>
</tr>
<tr>
<td>K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.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. K.CC.B.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. K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.</td>
<td>MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</td>
<td>Concept(s): Objects can be counted in any order. Each object is counted once (one-to-one correspondence). The next number name in counting is always one greater than the previous number. The last number name said tells the number of objects counted. Students are able to: say number names in the standard order. pair each object with one number name (one-to-one correspondence). count to tell the number of objects. count objects arranged in any order. identify the last number named as the number of objects counted. Learning Goal 3: Assign an ascending number name for each object in a group. Learning Goal 4: State the last number named as the number of counted objects in the set. Learning Goal 5: Identify the next number name in counting as one greater than the previous number.</td>
</tr>
<tr>
<td>K.CC.B.5. Count to answer &quot;how many?&quot; questions about as many as 20 things arranged in a line, a</td>
<td>MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.</td>
<td>Concept(s): No new concept(s) introduced Students are able to: count to tell the number of objects arranged in a line, rectangular array, circle, or</td>
</tr>
</tbody>
</table>
Curricular Framework Mathematics-Kindergarten

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Suggested Standards for Mathematical Practice</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
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</table>
| 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. *(benchmarked)* | MP.8 Look for and express regularity in repeated reasoning. | scattered configuration.  
- count to tell the number of objects when asked how many? questions.  
- given a number from 1-10, count out that many object. |
| Learning Goal 6: Answer how many? questions about groups of up to 10 objects when arranged in a line, rectangular array or circle.  
Learning Goal 7: Answer how many? questions about groups of up to 5 when arranged in a scattered configuration. |
| K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked)* | MP.1 Make sense of problems and persevere in solving them.  
MP.2 Reason abstractly and quantitatively.  
MP.4 Model with mathematics.  
MP.7 Look for and make use of structure.  
MP.8 Look for and express regularity in repeated reasoning. | Concept(s):  
- Understand addition as putting together and adding to.  
- Understand subtraction as taking apart and taking from.  
Students are able to:  
- create addition events with objects (up to 10).  
- create addition events with drawings and sounds (up to 10).  
- create addition events by acting out situations and with verbal explanations.  
Learning Goal 8: Create addition events with objects, fingers, drawings, sounds (e.g., claps), acting out situations and verbal explanations for sums up to 10. |
| K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)* | MP.2 Reason abstractly and quantitatively.  
MP.7 Look for and make use of structure. | Concept(s):  
- Objects can be sorted based on their properties.  
Students will be able to:  
- sort objects into categories  
Learning Goal 9: Classify objects into given categories and count the objects in each category (up to 10 objects) |
| K.G.A.1. 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, and next to. | MP.7 Look for and make use of structure. | Concept(s):  
- Shapes have names.  
- Positional words (above, below, besides, in front of, behind, next to)  
Students will be able to:  
- name shapes in order to describe objects in the environment.  
- use terms such as above, below, beside, in front of, behind, and next to in order to describe relative positions of objects.  
Learning Goal 10: 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. |
### Unit 1 Kindergarten

**What This May Look Like**

<table>
<thead>
<tr>
<th>School/District Formative Assessment Plan</th>
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<td>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</td>
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**Focus Mathematical Concepts**

Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.

Prerequisite skills:

Common Misconceptions:

Number Fluency (for grades K-5):

### District/School Tasks

Exemplar tasks or illustrative models could be provided.

### District/School Primary and Supplementary Resources

District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.

**Instructional Best Practices and Exemplars**

This is a place to capture examples of standards integration and instructional best practices.

### Unit 2 Kindergarten

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Suggested Mathematical Practices</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.CC.A.1. Count to 100 by ones and by tens. <em>(benchmarked)</em></td>
<td>MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</td>
<td>Concept(s): Number names and the count sequence up to 50 Students are able to: count orally by ones up to 50, count orally by tens up to 50. Learning Goal 1: Count to 50 by ones and by tens.</td>
</tr>
<tr>
<td>K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</td>
<td></td>
<td>Concept(s): No new concept(s) introduced Students will be able to: count orally by ones up to 50, beginning at any number. Learning Goal 2: Count forward up to 50 starting from numbers other than one.</td>
</tr>
</tbody>
</table>
# Curricular Framework Mathematics-Kindergarten

## Unit 2 Kindergarten

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Suggested Mathematical Practices</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
</thead>
</table>
| K.CC.A.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).* (benchmarked) | MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. | Concept(s):  
- The number of objects can be represented by a numeral.  
Students are able to:  
- write numbers from 0 to 20.  
Learning Goal 3: Represent a number of objects with a written numeral 0 to 20. |
| K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked) | MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. | Concept(s):  
- Understand addition as putting together and adding to.  
- Understand subtraction as taking apart and taking from.  
Students are able to:  
- create subtraction and addition events with objects (up to 10).  
- create subtraction and addition events with drawings and sounds (up to 10).  
- create subtraction and addition events by acting out situations and with verbal explanations.  
Learning Goal 4: Create addition and subtraction events with objects, fingers, drawings, sounds (e.g., claps), acting out situations and verbal explanations (up to 10). |
| K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. | Concept(s): No new concept(s) introduced  
Students will be able to:  
- use objects and drawings to represent addition and subtraction.  
- add and subtract within 10.  
Learning Goal 5: Use objects or drawings to represent and solve addition and subtraction word problems (within 10). |
| K.CC.B.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. *(benchmarked) | MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. | Concept(s): No new concept(s) introduced  
Students are able to:  
- count to tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration.  
- count to tell the number of objects when asked “how many?” questions.  
- given a number from 1-20, count out that many object.  
Learning Goal 6: Answer how many? questions about groups of up to 20 objects when arranged in a line, rectangular array or circle. |
| K.CC.C.6. Identify whether the number of objects in one group is | MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. | Concept(s):  
- Different groups can have different numbers of objects.  
Learning Goal 7: Answer how many? questions about groups of up to 10 when arranged in a scattered configuration. |
## Curricular Framework Mathematics-Kindergarten

### Unit 2 Kindergarten

<table>
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<th>Content Standards</th>
<th>Suggested Mathematical Practices</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
</thead>
</table>
| greater than, less than, or equal to the number of objects in another group e.g. by using matching and counting strategies. | MP.8 Look for and express regularity in repeated reasoning. | - Numbers of objects can be compared using phrases such as *greater than*, *less than* and *equal to*.  
Students will be able to:  
- compare the number of objects (up to 10) in two groups.  
- identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  
Learning Goal 8: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (groups of up to 10 objects). |

#### K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.

MP.2 Reason abstractly and quantitatively.

<table>
<thead>
<tr>
<th>Concept(s):</th>
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</tr>
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<tbody>
<tr>
<td>Number names and the count sequence</td>
<td></td>
</tr>
<tr>
<td>The next number name in counting is always one greater than the previous number.</td>
<td></td>
</tr>
<tr>
<td>Count to tell the number of objects.</td>
<td></td>
</tr>
</tbody>
</table>

Students will be able to:
- compare numbers (up to 10) written as numerals.

Learning Goal 9: Compare numbers (up to 10) written as numerals.

#### K.OA.A.5. Demonstrate fluency for addition and subtraction within 5- (by the end of Kindergarten). *(benchmarked)*

MP.7 Look for and make use of structure.  
MP.8 Look for and express regularity in repeated reasoning.

<table>
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<tr>
<th>Concept(s):</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
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<tr>
<td>- add within 5 with accuracy and efficiency.</td>
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</tbody>
</table>

Learning Goal 10: Use mental math strategies to solve addition facts within 5.

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### Unit 2 Kindergarten What This May Look Like

#### School/District Formative Assessment Plan

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

#### School/District Summative Assessment Plan

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

### Focus Mathematical Concepts

*Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.*

**Prerequisite skills:**

**Common Misconceptions:**

**Number Fluency (for grades K-5):**
### Unit 3 Kindergarten

#### Content & Practice Standards

<table>
<thead>
<tr>
<th>Major Cluster</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
</thead>
</table>
| K.CC.A.1. Count to 100 by ones and by tens. *(benchmarked)* | MP.7 Look for and make use of structure.  
MP.8 Look for and express regularity in repeated reasoning.  
Concept(s):  
- Number names and the count sequence up to 70  
Students are able to:  
- count orally by ones up to 70.  
- count orally by tens up to 70.  
Learning Goal 1: Count to 70 by ones and by tens. |
| K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | MP.7 Look for and make use of structure.  
Concept(s):  
- Measurable attributes: length, weight, size (volume)  
- A single object can have more than one measurable attribute.  
Students are able to:  
- identify measurable attributes.  
- describe the measurable attributes of multiple objects.  
- describe multiple measurable attributes of a single object.  
Learning Goal 2: Describe measurable attributes of multiple objects and describe several measurable attributes of a single object. |
| K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” “less of” the attribute, and describe the differences.  
*For example, directly compare the heights of two children and describe one child as taller/shorter.* | MP.6 Attend to precision.  
MP.7 Look for and make use of structure.  
Concept(s):  
- When comparing objects by measuring, each object must have the same starting point.  
- Moving an object does not change its measure.  
Students are able to:  
- directly compare and describe two objects with measurable attribute in common using *more of* or *less of.*  
Learning Goal 3: Directly compare two objects with a measurable attribute in common; use *more of* or *less of* to compare the objects. |
### Curricular Framework Mathematics-Kindergarten

#### Unit 3 Kindergarten

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<tr>
<th>Content &amp; Practice Standards</th>
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</tr>
</thead>
</table>
| **K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *(benchmarked)* | Concept(s):  
- Groups can be sorted by the number of objects in each group.  
Students are able to:  
- sort objects into groups.  
- sort the group by count.  
Learning Goal 4: Count the objects in given categories and sort the categories by count (up to 10 objects). |
| **K.G.A.2.** Correctly name shapes regardless of their orientation or overall size. | Concept(s):  
- Shapes have names.  
- Shapes can have the same names but appear different.  
Students are able to:  
- correctly names shapes regardless of their orientation or overall size.  
Learning Goal 5: Correctly names shapes regardless of their orientation or overall size. |
| **K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”) | Concept(s):  
- Shapes may be flat or solid.  
Students are able to:  
- identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (not flat, solid).  
- compare two- and three-dimensional shapes, in different sizes, and orientations.  
Learning Goal 6: Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (not flat, solid). |
| **K.OA.A.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation (e.g. $5 = 3 + 2$ and $5 = 4 + 1$) | Concept(s):  
- Part-to-whole relationships  
- Some groups of objects can be broken into two smaller groups while the total number remains the same.  
- Some groups of objects can be broken into two smaller groups in more than one way.  
Students will be able to:  
- decompose numbers less than or equal to ten into two numbers.  
- record the decomposition with a drawing.  
- record the decomposition with an equation.  
- decompose the same number in more than one way.  
Learning Goal 7: Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equation. |
| **K.OA.A.4.** For any number from | Concept(s): No new concept(s) introduced |

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**Key:**  
- **Major Clusters**  
- **Supporting**  
- **Additional Clusters**  
- * Benchmarked Standard
**Unit 3 Kindergarten**

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<th>Content &amp; Practice Standards</th>
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</table>
| 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. | Students are able to:  
- find a missing part of 10 using objects.  
- given a number from 1 to 9, use drawings, or equations to find the number that makes 10.  
Learning Goal 8: Given a number less than 10, find the number that makes 10. |
| K.NBT.A.1. 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. *{(benchmarked)} | Concept(s):  
- Numbers from 11 to 19 can be represented as one group of ten *ones* and another group containing fewer than ten *ones*.  
Students are able to:  
- compose and decompose numbers from 11 to 19 into a group of ten *ones* and another group of one(s).  
- use the term *ones* to describe the number of objects in each group.  
- record each composition or decomposition using objects and drawings.  
- record each composition or decomposition by a drawing or equation.  
Learning Goal 9: Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without manipulatives; record each composition or decomposition through a drawing or equation. |
| K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 *(by the end of Kindergarten).* *{(benchmarked)} | Concept(s): No new concept(s) introduced  
Students will be able to:  
- add and subtract within 5 with accuracy and efficiency.  
Learning Goal 10: Use mental math strategies to solve addition and subtraction facts within 5. |

**Unit 3 What This May Look Like**

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**Focus Mathematical Concepts**

Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.

Prerequisite skills:

Common Misconceptions:

Number Fluency *(for grades K-5):*
## Unit 4 Grade K

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<tr>
<th>Content &amp; Practice Standards</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
</thead>
</table>
| **K.CC.A.1. Count to 100 by ones and by tens. *(benchmarked)*** | **MP.7 Look for and make use of structure.**  
**MP.8 Look for and express regularity in repeated reasoning.**  
| Concept(s):  
Number names and the count sequence up to 100  
Students are able to:  
- count orally by ones up to 100.  
- count orally by tens up to 100.  
Learning Goal 1: Count to 100 by ones and by tens. |
| **K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten). *(benchmarked)*** | **MP.7 Look for and make use of structure.**  
**MP.8 Look for and express regularity in repeated reasoning.**  
| Concept(s): No new concept(s) introduced  
Students are able to:  
- add and subtract within 5 with accuracy and efficiency.  
Learning Goal 2: Fluently add and subtract within 5. |
| **K.G.B.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 and vertices “corners”) and other attributes (e.g. having sides of equal length).** | **MP.7 Look for and make use of structure.**  
| Concept(s):  
Orientation does not alter attributes or size.  
Shapes may have sides of unequal or equal length.  
Shapes may or may not have the same number of sides or ‘corners’.  
Students are able to:  
- compare two- and three- dimensional shapes in different sizes and in different orientations and identify similarities and differences.  
- compare parts of two- and three-dimensional shapes [e.g. number of sides, number of vertices (corners)].  
- compare attributes of two- and three-dimensional shapes [e.g. sides have equal length.]  
- use informal language to describe similarities, differences, parts, and other attributes when comparing two-and three-dimensional shapes, in different sizes and orientations.  
Learning Goal 3: Use informal language to describe similarities, differences, parts number of sides, number of corners, and other attributes (having sides of equal length) when comparing two- and three- dimensional shapes, in different sizes and orientations.
### Curricular Framework Mathematics-Kindergarten

#### Unit 4 Grade K

<table>
<thead>
<tr>
<th>Content &amp; Practice Standards</th>
<th>Critical Knowledge &amp; Skills</th>
</tr>
</thead>
</table>
| K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | **Concept(s):**  
- Basic shapes exist in real world objects.  
- Students are able to:  
  - recognize basic shapes in the real world.  
  - use objects (clay, sticks, etc) to model shapes.  
  - model shapes in the world by drawing shapes.  
Learning Goal 4: Model shapes in the world by building and drawing shapes. |
*For example: “Can you join these two triangles with full sides touching to make a rectangle?”* | **Concept(s):**  
- Shapes can be combined to make larger shapes.  
- Students are able to:  
  - compose simple shapes to form larger shapes.  
Learning Goal 5: Compose simple shapes to form larger shapes. |
| K.NBT.A.1. 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. *(benchmarked)* | **Concept(s):**  
- Numbers from 11 to 19 can be represented as one group of ten ones and another group containing fewer than ten ones.  
- Students are able to:  
  - compose and decompose numbers from 11 to 19 into a group of ten ones and another group of one(s).  
  - use the term ones to describe the number of objects in each group.  
  - record each composition or decomposition using objects and drawings.  
  - record each composition or decomposition by a drawing or equation.  
Learning Goal 6: Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without manipulatives. Record each composition or decomposition through a drawing or equation. |

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### Unit 4 Kindergarten What This May Look Like

**School/District Formative Assessment Plan**

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

**School/District Summative Assessment Plan**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

### Focus Mathematical Concepts

*Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.*

Prerequisite skills:
Common Misconceptions:

Number Fluency (for grades K-5):

<table>
<thead>
<tr>
<th>District/School Tasks</th>
<th>District/School Primary and Supplementary Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar tasks or illustrative models could be provided.</td>
<td>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.</td>
</tr>
</tbody>
</table>

**Instructional Best Practices and Exemplars**

This is a place to capture examples of standards integration and instructional best practices.