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Alignment of the Teaching Strategies GOLD[®] Objectives for Development & Learning: Birth Through Kindergarten With Michigan K-12 Standards for English Language Arts and Michigan K-12 Standards for Mathematics (Kindergarten)

This document aligns the kindergarten content in the *Michigan K-12 Standards for English Language Arts* and *Michigan K-12 Standards for Mathematics* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

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- Michigan Department of Education. (2010). *Michigan K-12 Standards for Mathematics*. Lansing, MI: Author. Retrieved from http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7.pdf
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD[®] objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

English Language Arts/Literacy	
Kindergarten	
Reading	
RL. Literature	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
1. With prompting and support, ask and answer questions about key details in a text.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
2. With prompting and support, retell familiar stories, including key details.	 18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
3. With prompting and support, identify characters, settings, and major events in a story.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

Craft and Structure	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
4. Ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts18a. Interacts during read-alouds and book conversations4. Asks and answers questions about the text; refers to pictures
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
5. Recognize common types of texts (e.g., storybooks, poems).	17. Demonstrates knowledge of print and its uses17a. Uses and appreciates books8. Uses various types of books for their intended purposes
6. Assess how point of view or purpose shapes the content and style of a text.	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
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).	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

Range of Reading and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
10. Actively engage in group reading activities with purpose and understanding.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RI. Informational Text	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
1. With prompting and support, ask and answer questions about key details in a text.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
2. With prompting and support, identify the main topic and retell key details of a text.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

Craft and Structure	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
4. With prompting and support, ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts18a. Interacts during read-alouds and book conversations4. Asks and answers questions about the text; refers to pictures
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
5. Identify the front cover, back cover, and title page of a book.	 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
6. Assess how point of view or purpose shapes the content and style of a text.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
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).	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

Michigan Kindergarten Standards for English Language Arts	Teaching Strategies GOLD [®] Objectives, Dimensions, and Indicators
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
8. With prompting and support, identify the reasons an author gives to support points in a text.	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
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).	 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
RF. Foundational Skills	
Print Concepts	
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.	17. Demonstrates knowledge of print and its uses17b. Uses print concepts4. Indicates where to start reading and the direction to follow
b. Recognize that spoken words are represented in written language by specific sequences of letters.	 16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
c. Understand that words are separated by spaces in print.	 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. Recognize and name all upper- and lowercase letters of the alphabet.	16. Demonstrates knowledge of the alphabet16a. Identifies and names letters8. Identifies and names all upper- and lowercase letters when presented in random order

Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	15. Demonstrates phonological awareness15a. Notices and discriminates rhyme8. Generates a group of rhyming words when given a word
b. Count, pronounce, blend, and segment syllables in spoken words.	15. Demonstrates phonological awareness15c. Notices and discriminates smaller and smaller units of sound6. Verbally separates and blends onset and rime
c. Blend and segment onsets and rimes of single-syllable spoken words.	15. Demonstrates phonological awareness15c. Notices and discriminates smaller and smaller units of sound6. Verbally separates and blends onset and rime
d. 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/.)	15. Demonstrates phonological awareness15c. Notices and discriminates smaller and smaller units of sound8. Verbally separates and blends individual phonemes in words
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	15. Demonstrates phonological awareness15b. Notices and discriminates alliteration8. Isolates and identifies the beginning sound of a word
	15. Demonstrates phonological awareness15c. Notices and discriminates smaller and smaller units of sound8. Verbally separates and blends individual phonemes in words
Phonics and Word Recognition	
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 sounds for each consonant.	16. Demonstrates knowledge of the alphabet16b. Uses letter–sound knowledge4. Produces the correct sounds for 10–20 letters
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	16. Demonstrates knowledge of the alphabet16b. Uses letter–sound knowledge8. Applies letter–sound correspondence when attempting to read and write

Michigan Kindergarten Standards for English Language Arts	Teaching Strategies GOLD [®] Objectives, Dimensions, and Indicators
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	 16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	16. Demonstrates knowledge of the alphabet16b. Uses letter–sound knowledge8. Applies letter–sound correspondence when attempting to read and write
Fluency	
4. Read emergent-reader texts with purpose and understanding.	 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
Writing	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
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).	 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
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.	 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
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.	 9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Production and Distribution of Writing	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	 11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached 11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	11. Demonstrates positive approaches to learning11d. Shows curiosity and motivation8. Uses a variety of resources to find answers to questions
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Michigan Kindergarten Standards for English Language Arts

Speaking and Listening	
Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
b. Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills10a. Engages in conversations8. Engages in complex, lengthy conversations (five or more exchanges)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
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.	 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	11. Demonstrates positive approaches to learning11d. Shows curiosity and motivation8. Uses a variety of resources to find answers to questions

Michigan Kindergarten Standards for English Language Arts

Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
6. Speak audibly and express thoughts, feelings, and ideas clearly.	 9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly

Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	19. Demonstrates emergent writing skills19b. Writes to convey meaning6. Late invented spelling
b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs9c. Uses conventional grammar8. Uses long, complex sentences and follows most grammatical rules
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	9. Uses language to express thoughts and needs9c. Uses conventional grammar8. Uses long, complex sentences and follows most grammatical rules
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
f. Produce and expand complete sentences in shared language activities.	 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	19. Demonstrates emergent writing skills19b. Writes to convey meaning6. Late invented spelling
b. Recognize and name end punctuation.	 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	19. Demonstrates emergent writing skills19b. Writes to convey meaning6. Late invented spelling
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	19. Demonstrates emergent writing skills19b. Writes to convey meaning6. Late invented spelling
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	 8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	 8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
	 12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Mathematics	
Kindergarten	
K.CC. Counting and Cardinality	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens.	 20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	 20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
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).	20. Uses number concepts and operations20c. Connects numerals with their quantities8. Identifies numerals to 20 by name and connects each to counted objects

Michigan Kindergarten Standards for English Language Arts

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 number name and each number name with one and only one object.	 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
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.	 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
c. Understand that each successive number name refers to a quantity that is one larger.	 20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
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.	 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 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.	 20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

 7. Compare two numbers between 1 and 10 presented as written numerals. K.OA. Operations and Algebraic Thinking 	 20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
3. 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 $5 = 4 + 1$).	
4. 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.	 20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
5. Fluently add and subtract within 5.	 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

K.NBT. Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
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.	 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
K.MD. Measurement and Data	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	22. Compares and measures8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
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 difference.	22. Compares and measures8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

K.G. Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
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, behind, and next to.	 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
2. Correctly name shapes regardless of their orientations or overall size.	 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Analyze, compare, create, and compose shapes.	
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).	 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
6. Compose simple shapes to form larger shapes.	 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes