Common Core Math Standards
Grade K

Common Core Standards	**Converted/Unpacked Standards**	
Standards Code: OA=Operations and Algebraic Thinking, NBT=Number and Operations in Base 10, MD=Measurements and Data, G=Geometry, NF=Number and Operations-Fractions, RP=Rations and Proportional Relationships, NS= Number System, EE=Expressions and Equations, SP=Statistics and Probability, A=Algebra.		
CC.K.CC.1 Know number names and the count sequence. Count to 100 by ones and by tens.	I can count to 100 by ones and by tens. (CCSS: K.CC.1)	
CC.K.CC.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I can count on from a number other than 1 to 100. (CCSS: K.CC.2)	
CC.K.CC.3 Know number names and the count sequence. 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).	I can count numbers 0 to 20. (CCSS: K.CC.3) I can write numbers from 0 to 20. (CCSS: K.CC.3) I can show how many objects by writing the number from 0-20 . (CCSS: K.CC.3)	
CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.	(CCSS: K.CC.4)	
CC.K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	I can match each object with a number when counting. (CCSS: K.CC.4a)	
CC.K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	I can tell how many objects are in a group. (CCSS: K.CC.4b)	
CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	I can tell the number that is one more. (CCSS: K.CC.4c)	
CC.K.CC.5 Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	I can count objects up to 20 in different ways. (CCSS: K.CC.5) I can say "how many" objects are in a group. (CCSS: K.CC.5) I can count objects to match numbers from 1 to 20. (CCSS: K.CC.5)	
CC.K.CC.6 Compare numbers. 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. (Include groups with up to ten objects.)	I can describe “equal to”. (CCSS: K.CC.6)I can describe “greater than”. (CCSS: K.CC.6) I can describe “less than”. (CCSS: K.CC.6) I can identify if a group of objects is greater than, less than or equal to another group. (CCSS: K.CC.6)	
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CC.K.CC.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.	I can tell if a number is greater than, less than, or equal to another number. (CCSS: K.CC.7)	
CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	I can show that adding is putting groups together. (CCSS: K.OA.1) I can show that subtraction is taking apart or taking away. (CCSS: K.OA.1) I can identify the symbols for plus, minus and equal. (CCSS: K.OA.1) I can show addition in different ways. (CCSS: K.OA.1) I can show subtraction in different ways. (CCSS: K.OA.1)	
CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	I can understand the concept of putting together = add and taking apart = subtract. (CCSS: K.OA.2) I can add and subtract numbers within 10 (0-10). (CCSS: K.OA.2) I can solve addition and subtraction word problems. (CCSS: K.OA.2)	
CC.K.OA.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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).	I can show numbers to 10 with different groups. (CCSS: K.OA.3)	
CC.K.OA.4 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.	I can add two numbers to make 10. (CCSS: K.OA.4) I can find a missing number to make 10. (CCSS: K.OA.4)	
CC.K.OA.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.	I can add numbers up to 5 without help. (CCSS: K.OA.5) I can subtract numbers up to 5 without help. (CCSS: K.OA.5)	
CC.K.NBT.1 Work with numbers 11-19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	I can tell how many tens and ones are in a number. (CCSS: K.NBT) I can make a number using a group of ten and ones. (CCSS: K.NBT)	
CC.K.MD.1 Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	I can describe objects using length and width. (CCSS: K.MD.1) I can describe objects using height and weight. (CCSS: K.MD.1)	
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CC.K.MD.2 Describe and compare measurable attributes. Directly	I can compare two objects and describe them. (CCSS:	

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)	
CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	I can sort objects into groups. (CCSS: K.MD.3) I can count the numbers of objects in each group. (CCSS: K.MD.3) I can sort the group by number. (CCSS: K.MD.3)	
CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.	I can find and name shapes in my environment. (CCSS: K.G.1) I can describe the position of objects as above, below, beside, in front of, behind, and next to. (CCSS: K.G.1)	
CC.K.G.2 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.	I can name shapes. (CCSS: K.G.2) I can name shapes that are different sizes (CCSS: K.G.2)	
CC.K.G.3 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	I can identify 2 dimensional shapes. (CCSS: K.G.3) I can identify 3 dimensional shapes. (CCSS: K.G.3)	
CC.K.G.4 Analyze, compare, create, and compose shapes. 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).	I can describe a shape by telling things like the number of sides and corners. (CCSS: K.G.4) I can compare two and three dimensional shapes and tell how they are the same and different. (CCSS: K.G.4)	
CC.K.G.5 Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I can identify shapes in the real world. (CCSS: K.G.5) I can make shapes. (CCSS: K.G.5) I can draw shapes. (CCSS: K.G.5)	
CC.K.G.6 Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?”	I can put shapes together to make new shapes. (CCSS: K.G.6) I can name the new shapes I made. (CCSS: K.G.6)	
Standards for Mathematical Practice	**1. Make sense of problems and persevere in solving them.** **2. Reason abstractly and quantitatively.** **3. Construct viable arguments and critique the reasoning of others.** **4. Model with mathematics.** **5. Use appropriate tools strategically.** **6. Attend to precision.** **7. Look for and make use of structure.** **8. Look for and express regularity in repeated reasoning.**	