Kindergarten-3rd Nine Weeks

The parent guide below is designed to keep you informed of exactly which standards are being taught and assessed during each grading period in kindergarten. At the beginning of each grading period, you will receive a similar guide showing the specific standards that will be taught and assessed. In the left-hand column, you will see the exact language from the report card and the Alabama College and Career- Ready Standards for Mathematics (CCRSM) on which it is based. The Skills column on the right-hand side addresses what is being assessed for mastery this grading period and will be reported to you on your child's report card. There will not be a proficiency mark on the report card this grading period for those standards where it says, "This standard will not be assessed for mastery this grading period." Although your child may receive instruction based on one of these standards, he or she will not be expected to demonstrate mastery of the skills beside it by the end of this grading period.

Standard	**Skills**
Report Card Count to 100 by ones and tens. **CCRSM** Count to 100 by ones and by tens.	The student will… • rote count by ones to 75 with 100% accuracy.
Report Card Count forward beginning from a given number. **CCRSM** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	The student will… • accurately count forward up to 71 beginning from a given number other than one.
Report Card Write numbers from 0 to 20, Represent a number of objects with a written numeral 0-20. **CCRSM** 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).	The student will… • represent numbers 0-15 with 100% accuracy without verbal prompting. • write numbers 0-15 with 100% accuracy.
Report Card Count to answer "how many?" questions. Given a number from 1-20, count out that many objects. **CCRSM** 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.	The student will… • organize (in a line, rectangle array, circle, and etc.) 15 items and count them accurately.
Report Card Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. **CCRSM** 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.)	The student will… • compare two quantities (with up to ten items in each quantity) to determine which quantity is greater than or less than the other quantity with 100 % accuracy in 3 out of 3 attempts..
Report Card Compose and decompose numbers from 11 to 19 (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. **CCRSM** 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.	**This standard will not be assessed for mastery this grading period.**
Report Card Solve addition and subtraction word problems, and add and subtract within 10. **CCRSM** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	The student will… • accurately solve an addition word problem and represent the action in the word problem using manipulatives or drawings. • accurately solve a subtraction word problem and represent the action in the word problem using manipulatives or drawings.

Kindergarten-3rd Nine Weeks

Standard	Skills
Report Card Decompose numbers less than or equal to 10 into pairs (e.g., 5=2+3 and 5=4+1). **CCRSM** 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 drawing or equation (e.g., 5=2+3 and 5=4+1).	**This standard will not be assessed for mastery this grading period.**
Report Card Fluently add and subtract within 5. **CCRSM** Fluently add and subtract within 5.	The student will… • fluently use a strategy to add and subtract with sums and minuends to four with 100% accuracy.
Report Card Directly compare two objects with a measurable attribute in common. **CCRSM** Directly compare two objects, with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. Example: Directly compare the heights of two children, and describe one child as taller or shorter.	The student will… • compare three lengths and accurately determine which is the longest and shortest length.
Report Card Classify objects into given categories; count the numbers of objects in each category and sort the categories by the count. **CCRSM** Classify objects into given categories; count the number of objects in each category, and sort the categories by count. (Limit category counts to be less than or equal to 10.)	The student will… • sort objects two different ways when given ten items to sort and accurately count the number of objects in each category. **This standard was taught in the first grading period and will only be retaught to those students who did not achieve a proficiency score of 3 by the end of the last grading period. These students will be reassessed by the end of this grading period, and an updated proficiency score will be marked on their report card for this grading period. Any student who did receive a proficiency score of 3 on the previous grading period's report card will have that score carried over onto this grading period's report card.**
Report Card Describe objects in the environment using names of shapes and their relative position. **CCRSM** 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*.	The student will… • correctly describe three shapes in their environment. • correctly describe the location of a shape using at least five or six positional terms (above, below, beside, in front of, behind, and next to.)
Report Card Analyze and compare two- and three-dimensional shapes to describe their similarities, differences, parts and other attributes. **CCRSM** 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 or "corners"), and other attributes (e.g., having sides of equal length).	**This standard will not be assessed for mastery this grading period.**
Report Card Compose simple shapes to form larger shapes. **CCRSM** Compose simple shapes to form larger shapes. Example: *"Can you join these two triangles with full sides touching to make a rectangle"?*	The student will… • show three different ways to make a hexagon.