Kindergarten
Standards Covered by Units

Standard	Units
KCC.A.1: Count to 100 by ones, fives, and tens	1, 2, 3, 4, 5, 6, 7, 8
KCC.A.2: Count forward, by ones, from any given number up to 100	4, 5, 6, 8
KCC.A.3: Read, write, and represent numerals from 0 to 20	2, 3, 4, 5, 6, 7, 8
KCC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality	1, 2, 6, 8
KCC.B.5: Count to answer “how many?”: • Count up to 20 objects in any arrangement • Count up to 10 objects in a scattered configuration • Given a number from 1-20, count out that many objects	2, 3, 4, 5, 6, 7, 8
K.CC.C.6: Identify whether the number of objects in one group from 010 is greater than (more, most), less (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10	2, 3, 7, 8
K.CC.C.7: Compare two numbers between 0 and 20 presented as written	2

numerals	
K.CC.C.8: Quickly identify a number of items in a set from 010 without counting (e.g., dominoes, tally marks, ten-frames)	Done in warmups throughout the year
K.G.A.1: Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects	3, 7
K.G.A.2: Correctly name shapes regardless of their orientations or overall size	3, 7
K.G.A.3: Identify shapes as two-dimensional (flat) or three-dimensional (solid)	7
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)	3, 7
K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and by drawing shapes	3, 7
K.G.B.6:	3, 7

Compose two-dimensional shapes to form larger two-dimensional shapes	
K.MD.A.1: Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature	7
K.MD.A.2: Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute	3, 7
K.MD.B.3: Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape	3, 7, 8
K.MD.C.4: Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year • Understand that clocks, both analog and digital, and calendars are tools that measure time	NOT ADDRESSED
K.MD.C.5: Read time to the hour on digital and analog clocks	NOT ADDRESSED
K.MD.C.6: Identify pennies, nickels, and dimes, and know the value of each	NOT ADDRESSED

K.NBT. A.1: Develop initial understanding of place value and the baseten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings	6, 7, 8
K.OA.A.1: Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., 2+3), or equations	4, 5, 6, 7, 8
K.OA.A.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)	4, 5, 6, 7, 8
K.OA.A.3: Use objects or drawings to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation	5, 7, 8
K.OA.A.4: 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	5, 6, 7, 8
K.OA.A.5: Fluently add and subtract within 10 by using various strategies and manipulatives	5, 6, 7, 8