

Common Core State Standards & Long-Term Learning Targets

Math, Grade K

Grade level	K
Discipline(s)	CCSS - Math
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Counting and Cardinality	Long-Term Target(s)
K.CC.1. Count to 100 by ones and by tens.	I can count to 100 by ones and by tens.
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I can count forward starting at any number I know.
K.CC.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).	I can write numbers from 0 to 20. I can use numbers to show how many objects there are in a group.
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> - 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. - 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. - Understand that each successive number name refers to a quantity that is one larger. 	I can count the objects in a group one-by-one. I can tell how many objects are in a group. I can explain what happens to the number of objects in a group when another object is added.
K.CC.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.	I can count objects to find out how many are in a group. I can create a group of objects to show any number from 1-20.
K.CC.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. (Include groups with up to 10 objects.)	I can compare groups of objects using the words “greater than”, “less than”, or “equal to” by matching and counting.
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	I can compare two numbers between 1 and 10 when they are written as numerals.
Operations and Algebraic Thinking	Long-Term Target(s)
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ¹ Drawings need not show details, but should show the mathematics in the problem.	I can show addition and subtraction in many ways (with objects, fingers, drawings, mental images, sounds, verbal explanations, expressions, equations, or acted-out situations).
K.OA.2. 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 solve story problems by adding and subtracting. (within 10)

K.OA.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 $5 = 4 + 1$).	I can break down numbers (up to 10) into added pairs in two or more ways.
K.OA.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.	When given any number from 1-9, I can show the number needed to make 10.
K.OA.5. Fluently add and subtract within 5.	I can add and subtract within 5 with fluency.
Number & Operations in Base Ten	Long-Term Target(s)
K.NBT.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 (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 explain how I use groups of tens and ones to represent any number from 11 to 19.
Measurement & Data	Long-Term Target(s)
K.MD.1. Describe measurable attributes of objects	I can describe objects by how they can be measured.
K.MD.2. Directly compare two objects with a measurable attribute in common	I can compare two objects by their measurements.
K.MD.3. 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 categories and put the categories in order by number of objects.
Geometry	Long-Term Target(s)
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	I can describe familiar objects using the names of shapes. I can describe where objects are located by using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
K.G.2. Correctly name shapes regardless of their orientations or overall size.	I can identify shapes no matter what size they are or how they are placed.
K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	I can determine if shapes are two-dimensional or three-dimensional.
K.G.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).	I can compare 2D and 3D shapes using a variety of features.
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I can create models of shapes I see by building or drawing them.
K.G.6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	I can create larger shapes by using several smaller shapes.