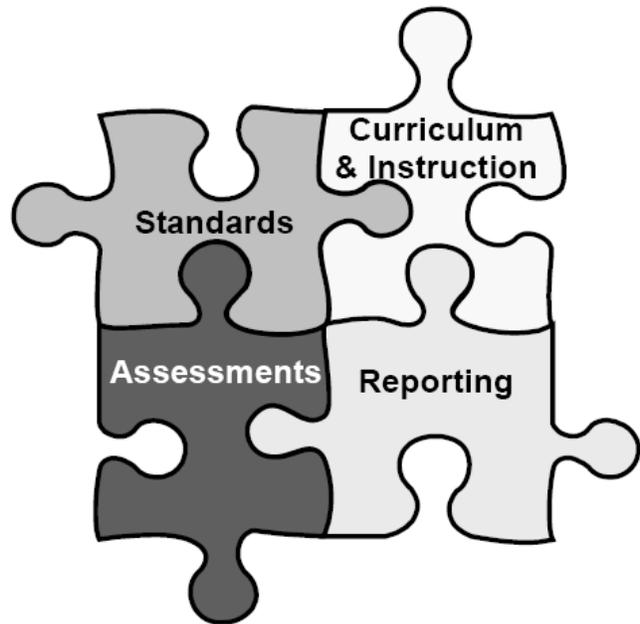


KINDERGARTEN TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. The standards that describe what a student should know and be able to do at a given grade level,
2. The standards-based curriculum materials or roadmap a teacher uses to ensure that they teach to these standards,
3. The assessments that a teacher uses along the way to measure the extent to which a student has met the standards, and finally,
4. The reporting tool that allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year.



The Standards-Based Report Card (SBRC) completes our standards-based system

Definitions of Proficiency Levels

At the elementary level, there are three reporting periods. For the first two reporting periods, students are evaluated based on their progress toward end-of-year standards.

In other words, students who receive a mark of "proficient" for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations.

In the final reporting period, the report card marks reflect a student's actual achievement of the cumulative skills, strategies, and concepts identified in the content standards.

Proficiency levels are broadly defined as follows:

Advanced Understanding

- Student demonstrates a deeper understanding of grade level standards
- Student independently exceeds grade level standards

Meets Standards

- Student performance demonstrates an understanding of the knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade level standards

Partially Meets Standards

- Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
- Student is progressing in understanding, however, the skills are not yet mastered
- Student needs assistance to use grade level standards

Not Meeting Standards

- Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level
- Student is working below grade level expectations
- Student needs continued support; struggles even with assistance; needs intervention

Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work

throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a Body of Evidence*

➤ Analyze this entire Body of Evidence one last time in comparison to a proficient Body of Evidence

➤ Utilize content area tools for analysis

***Much like a teacher's own creation of a body of evidence for TPEP.**

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher should collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a

teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence will

create a well-rounded picture of student progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
DIBELS	X					
DRA2	X	X	X	X	X	X
DRA2 Word Analysis	X	X	X	X	X	X
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Moby Max	X	X	X	X	X	X
Reading Logs	X	X	X	X	X	X
Running Records	X	X	X	X	X	X
Writing Samples	X	X	X	X	X	X
Read Alouds	X	X	X	X	X	X
Anecdotal Records						
➤ Independent reading/writing conferring notes	X	X	X	X	X	X
➤ Small group instruction						
➤ Text-based discussions						
Mathematics						
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Moby Max	X	X	X	X	X	X
End-of-Term Common Assessments	X	X	X	X	X	X
Tasks and story problems which include numeric solutions, student's written explanation, and/or drawings and representations	X	X	X	X	X	X

Process for Analyzing a Body of Evidence

In order to determine report card marks, a teacher should take one last look at a student's body of evidence using the following process.

Step 1: Analyze the Body of Evidence for Completeness

- Inventory one representative body of evidence using the 2-3 weeks before the end of the reporting period.
- Assure that there is sufficient evidence for each of the reporting strands.
- Gather additional evidence as needed.

Key questions to consider:

- What's in the body of evidence?
- How does the evidence align with the reporting strands?

- Is the body of evidence complete?
- If not, how will you collect what you need?

Step 2: Analyze the Body of Evidence for Quality

- Analyze the quality of student work across the reporting period using the content area rubrics as appropriate.
- At the end of the reporting period, organize and synthesize these assessments to determine the proficiency level for each of the reporting strands.

Key questions to consider:

- What is the quality of this body of evidence?
- What parts of the body of evidence are proficient? Basic? Below basic? Advanced? How do you know?

Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a body of evidence.
- Analyze this entire body of evidence one last time in comparison to a proficient body of evidence.
- Utilize content area tools for analysis.

Content Area Examples

In the following pages, you will see examples that demonstrate what students should know and be able to do at the kindergarten level in Common Core literacy and mathematics.

We've chosen to demonstrate these subject areas in more depth because of their complexity. It is important to note that these examples do not cover every

grade-level standard. Rather, they suggest the kind of work students are expected to do by the end of the instructional year and all standards are expected to be taught throughout the school year.

ENGLISH LANGUAGE ARTS

Reading Literary and Informational Text

With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.

At the end of the year, a proficient kindergartener:

Asks and answers questions to demonstrate understanding with teacher support. *Example*

- The student talks and writes about the characters, setting, and important events in a variety of grade-level texts, such as DePaola's *Panckes for Breakfast*.

Retells stories. *Example*

- The student can accurately retell a story like Seuss's *Green Eggs and Ham*, or Minarik's *Little Bear*, including the main idea and two or three key details.

Use questions and prompts such as: (*Literature*)

- Can you tell me what happened at the beginning of the story?
 - What happened after that?
 - What happened at the end of the story?
 - Can you find the part that tells where the story takes place (picture or words)?
 - Who was in the story?
 - Can you find (picture or words) this character?
- (*Informational Text*)
- Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text.
 - What is the main idea of this text?
 - Can you find one of the important ideas in this text?
 - Can you find another important idea?
 - Can you tell me how these two ideas are the same?
 - Can you tell me how they are different?

Students in kindergarten should be able to recognize a story, a poem, a book, and other forms of text. At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context. Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story.

Reads and comprehends stories with teacher support. *Examples*

- The student uses text features like titles, tables of contents, illustrations, and photographs to make predictions about and build an understanding of grade-level texts or read-aloud above grade-level texts such as Baum's *the Wonderful Wizard of Oz*.
- The student uses knowledge about how books work (such as front cover, back cover, title page) to anticipate and make meaning of grade-level texts.
- The student uses conventions of print to support reading. The student knows that printed words go from left to right and top to bottom; can tell the difference between words/letters and words/sentences.

Use questions and prompts such as:

- What can you do when you come to a word you do not know? (use context/glossary)
- Can you tell me what kind of book this is?
- How do you know?
- Who is the author?
- What is his/her job?
- Who is the illustrator?
- What is his/her job?
- Show me the front of the book.
- Show me the back of the book.

With assistance, students will understand the relationship between illustrations and the story and how the illustrations help explain the story. Students will look for similarities and differences between and among texts.

Identifies the main topic and retells key details of texts with teacher support. *Examples*

- The student uses strategies like making and adjusting predictions, retelling the main idea(s), asking and answering questions, and using prior knowledge (such as, "What do I already know about this topic, idea, and/or kind of text?") to better understand grade-level text.
- The student uses the characters, setting, and important events to understand the meaning/theme of grade-level literature.

Describes connections while reading with support. *Example*

- The student compares and contrasts different kinds of texts, like stories, poems, newspapers, signs, and labels (such as "know that stories can be pretend, but newspapers are real").

Use questions and prompts such as: (*Literature*)

- Look at the picture. Can you tell me what is happening in the story?
- How does the picture help you?
- What is the same about the characters in the two stories?
- What is different?
- How did the characters solve the problem in the two stories?
- Did they solve the problem in the same way?

(*Informational Text*)

- Look at this picture. Can you tell how the author uses this picture to help you understand the topic?
- What does this picture add to your thinking about what you (we) read?
- Can you find the reason the author thinks that...?
- Can you find the reason the author believes...?
- How are these two books showing the same topic in different ways?

Reading – Foundational Skills

Students will understand basic print features. They will learn that:

- books have a correct position
- that print has specific directionality
- print has meaning and is made up of letters.

Use questions and prompts such as:

- Show me where to begin reading.
- Where do I go from there?
- After that?
- Which page do I read first?
- Point to the words as I read.

At the end of the year, a proficient kindergartener:

Identifies letters. *Example*

- The student correctly names the printed upper- and lower-case letters of the English alphabet.

Produces correct sounds for letters.

Example

- The student correctly provides the letter sounds for all letters of the English alphabet.

Shows understanding of spoken words. *Example*

- The student hears the sounds in spoken words (such as, "What two words start with the same sound: man, moo, or cat?" "What's the first sound in the word cat?" "What word do these sounds make" - /c/ /a/ /t/?).

Use questions and prompts such as:

- Which word rhymes with this one?
- Clap the syllables in this word.
- Say each sound you hear in this word slowly.
- What do you hear at the beginning of this word?
- What do you hear next?
- At the end?

Students continue learning specific strategies for decoding words in texts. Learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development.

Use questions and prompts such as:

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look at the word, does it look like...?
- You said...does it look like...?
- Look at the beginning of that word; can you get it started?

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level and from developing fluency with common sight words.

Reads common sight words.

Example

- The student reads simple one-syllable words and sight words like *I, go, the, we, no, is* and *it*. (Refer to the Frye Word List on the district web site for a complete list.)

Use questions and prompts such as:

- Make your voice sound like talking.
- Listen to me and read it like this.
- Does that make sense?
- Does that sound right

Writing

Kindergarten students must be able to express their opinion and demonstrate the ability to share their opinions with others. In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors.

At the end of the year, a proficient kindergartener:

Produces and organizes a variety of types of writing through drawing, dictations, and writing (narrative, opinion, informational). *Examples*

- The student writes short pieces about experiences, stories, people, objects, events, and their personal opinions that others can read.

Students will need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.

For example, kindergarten students need to be able to choose words or illustrations to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their pieces.

They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).

Engages in prewriting, drafting, revising, editing, and publishing in print and using technology.

Examples

- The student drafts, revises, edits, and publishes short pieces about experiences, stories, people, objects, events, and their personal opinions.
- The student engages in peer revising and editing.
- The student uses technology (such as word processing software, spell check, thesaurus) to support the writing process.

Students in kindergarten are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology). At this grade-level, students are learning to “log on” to programs, computer stations, and hand-held devices, and engage with digital media.

Kindergarten students are required to participate in shared research projects. Students will need to understand their roles (jobs on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.

Participates in shared research and writing projects using print and digital resources. *Examples*

- The student effectively uses a variety of sources, both print and digital, provided by the teacher to locate relevant information for a shared research project.
- The student works collaboratively with a partner or partners to research a topic.

At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions. Students do this work with prompting and support.

Speaking and Listening

Students in kindergarten will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations.

Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.

Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.).

Kindergarten students are able to confirm understanding of a text read aloud or information presented in multiple formats.

Kindergarten students should be able to listen to what a speaker says and then ask questions to gain comprehension if something is not understood. Students need to have strategies for asking questions that are on topic. They also need to know strategies for understanding and answering questions asked of them.

At the end of the year, a proficient kindergartener:

Participates in conversations with peers and adults on a variety of topics. *Examples*

- The student listens attentively when others are speaking.
- The student responds appropriately and 'on topic' during collaborative conversations.
- The student uses complete sentences to talk about the information presented in collaborative conversations.

Shows understanding of information presented by asking and answering relevant questions. *Examples*

- The student uses details, evidence, and examples to demonstrate understanding of presented information.

The student uses complete sentences to talk about the information presented.

Kindergarteners should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions.

They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.

Students will need to engage in behaviors that lead to the natural expression of ideas both verbally and in writing: turn and talk, small group discussion, and emergent listening and speaking learning centers.

Students will also need a purposeful focus throughout ELA on choice-making.

For example, kindergarten students need to be able to choose visual displays that add to and support their thinking about a topic.

Students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

Speaks and expresses thoughts, feelings, and ideas clearly.

Examples

- The student uses complete sentences when speaking.
- The student demonstrates an ability to remain engaged with the topic by asking and answering relevant questions.

Describes familiar people, places, things, and events orally and includes detail orally or with drawings or other visual displays.

Examples

- The student orally presents a variety of poems, rhymes, and songs.
- The student gives presentations about information and experiences in a sequence that makes sense to the listener.
- The student uses descriptive language when talking about familiar objects and events.

Language

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Kindergarten students must have a command of the grammar and usage of spoken and written standard English Standards that are related to conventions are also as appropriate to formal spoken English as they are to formal written English.

At this level, emphasis is on using complete sentences, formatting questions, using plurals, and the more commonly used prepositions. With conventions, students are becoming adept at ending punctuation, capitalizing (I), and spelling simple words.

At the end of the year, a proficient kindergartener:

Prints many letters using models.

Example

- The student correctly prints most upper- and lower-case letters of the English alphabet.

Demonstrates skills in capitalization and punctuation. *Examples*

- The student uses complete sentences when writing and speaking.
- The student spells common words accurately (such as *the, is, my, it, like*) and uses phonetic spelling (writing words like they sound) to write new words (such as *wnt* for *went* or *want*).
- The student capitalizes the first word in a sentence and the pronoun *I*.

- The student recognizes and names end punctuation marks such as *./ /?/ and /!/*.
- The student writes a letter or letters for most consonant and short-vowel sounds (phonemes).

Forms plural nouns orally by adding /s/ or /es/. *Example*

- The student correctly forms and uses plural nouns using the endings */s/* and */es/*, such as *dogs, cats, boxes, glasses*.

Understands and uses question words. *Example*

- The student correctly uses question words such as *who, what, when, where, why, and how*.

As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage includes exploring different shades of similar verb (run/sprint) inflections, common concepts/objects, words with multiple meanings, opposites, and how words are used in "real-life."

Demonstrates a beginning understanding of relationships among words and subtle differences of meaning among related words.

Examples

- The student sorts common objects into categories to gain a sense of the concepts those categories represent (e.g., shapes, foods, colors, animals).
- The student demonstrates understanding of frequently occurring verbs and adjectives by correctly relating them to their opposites (antonyms), such as *run/walk, hot/cold*.
- The student identify real-life connections between words and their uses (e.g., identify places at school that are *colorful*; identify objects that have strong *smells*).
- The student distinguishes shades of meaning among verbs that describe the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Uses new vocabulary words learned through conversations and reading.

Examples

- The student correctly use new words learned in class conversations and through reading content area materials in other contexts.
- The student uses knowledge of word categories (such as shape words, color words) to figure out and use new words.

MATHEMATICS

Mathematics Achievement

Counting

At the end of the year, a proficient kindergarten student:

Count to 100 by ones.

Example

- The student rote counts (verbal saying of numbers in sequence) on by ones from 1 to 100. Students practice meaningful counting such as; How many students are in the classroom? 22

Count to 100 by tens.

Example

- The student rote counts on by tens from 0 to 100. Students practice meaningful counting such as; How many fingers does this group of 6 kids have? 10, 20, 30, 40, 50, 60 fingers

Write numbers 0 to 20.

Example

- The student can count a quantity of objects from 0 to 20 then recognize that a written numeral matches this counting. How many birds are there?



Represents a set of objects with numbers, 1 object paired with 1 number.

Example

- The student can count objects up to 10 using one-to-one correspondence. Using pattern blocks arranged in a line, how many triangles are there? 6 Using this same set arranged in an array, how many triangles are there? 6 What if one more triangle was added? 7

Counts objects 1 to 20 and represents with a number.

Example

- The student can count to answer the question "How many?" The student can count up to 20 objects in a line, rectangular array or a circle.
- How many plastic bears are there?
- The student moves one at a time and counts and writes 12.
- The student can also count out objects given a number from 1 to 20. Count out 12 plastic bears from the basket on your desk.

Compares two sets of objects and/or two numbers to identify greater than and less than for numbers 0 to 10.

Example

- The student can compare two numbers between 1 and 10 presented as written numerals and justify their answer. Circle the number which is greater. 2 or 6 How do you know?

Algebra

At the end of the year, a proficient kindergarten student:

Add up to 10 using objects, drawings, and equations.

Example

- The student can solve addition word problems. Mia had 3 apples, her friend gave her 2 more. How many does she have now? $2 + 3$ by counting on 3, 4, 5 draws 3 circles then $2 = 5$ apples writes equation $2 + 3 = 5$

Subtract up to 10 using objects, drawings, and equations.

Example

- The student can solve subtraction word problems. Jose had 8 markers, then gave away 3. How many markers does he have now? $8 - 3$ by solving $3 + ? = 8$ draws 8 tallies, crosses out 3 = 5 writes equation $8 - 3 = 5$

Place Value

At the end of the year, a proficient kindergarten student:

Joins and breaks down numbers 11 to 19 into tens and ones.

Example

- The student understands that the teen numbers are made up of a group of ten with left overs.
- A teacher has students count out 18 chips, and then asks if there are enough to make a group of ten. If so, how many do you think will be leftover? Students use a ten frame and identify 18 as one ten with 8 left over ones.

Geometry

At the end of the year, a proficient kindergarten student:

Names, describes, and models shapes.

Example

- The student can draw 2-D shapes of circles, triangles, rectangles, and hexagons. The student can build 3-D shapes of cubes, cones, cylinders and spheres.

Compares shapes using similarities and differences.

Example

- The student can identify similarities and differences between and among 2-D and 3-D shapes using informal language.
- When looking at a cylinder, a student identifies that the top and bottom are circles.

- Comparing a rectangle and a square, a student recognizes the sides of a square are all equal vs. sides of different lengths for a rectangle.

Measurement and Data

At the end of the year, a proficient kindergarten student:

Classifies, sorts and counts objects into two categories.

Example

- A student is given a collection of buttons. The student sorts by color in piles, counts each of the piles and then organizes by quantity.
blue (5) and green(2)
Student can explain how they sorted the buttons.

Mathematical Practices

At the end of the year, a proficient kindergarten student:

Represents problems in many ways.

Example

When given a word problem, the student will write a number sentence or equation to match the problem context or tell a story from a given equation. Students will rely on concrete manipulatives and pictures when making these connections.

Report Card Line-Items for Common Core Subjects

KINDERGARTEN	T1	T2	T3
ENGLISH LANGUAGE ARTS (ELA)			
READING LITERARY AND INFORMATIONAL TEXT			
Asks and answers questions to demonstrate understanding with teacher support (2.1.1) (RL.K.1, RI.K.1)			
Retells stories (2.2.1) (RI.K.2)			
Reads and comprehends stories with teacher support (1.1.3) (RI.K.10, RI.K.10)			
Identifies the main topic or idea and retells key details of texts with teacher support (2.2.1, 2.2.3) (RI.K.3, RI.K.2)			
Describes connections while reading with support (RI.K.7)			
Compares and contrasts a variety of texts (RI.K.9, RI.K.9)			
READING - FOUNDATIONAL SKILLS			
Identifies letters (1.1.4) (RF.K.1d)			
Produces correct sounds for letters (1.1.4) (RF.K.1d)			
Shows understanding of spoken words (1.1.2) (RF.K.2)			
Reads common sight words (1.4.1) (RF.K.3c)			
WRITING			
Produces and organizes a variety of types of writing through drawing, dictations, and writing (narrative, opinion, informational) (1.1.1, 1.2.1) (W.K.1, W.K.2, W.K.3)			
Engages in prewriting, drafting, revising, editing, and publishing in print and using technology (1.3.1) (W.K.5, W.K.6)			
Participates in shared research and writing projects using print and digital resources (W.K.7, W.K.8)			
SPEAKING AND LISTENING			
Participates in conversations with peers and adults on a variety of topics (1.1) (SL.K.1)			
Shows understanding of information presented by asking and answering relevant questions (1.1.2) (SL.K.2, SL.K.3)			
Speaks and expresses thoughts, feelings, and ideas clearly (3.3.1) (SL.K.6)			
Describes familiar people, places, things, and events orally and includes detail orally or with drawings or other visual displays (SL.K.4, SL.K.5)			
LANGUAGE			
Prints many letters using models (3.3.1) (L.K.1a)			
Forms plural nouns orally by adding /s/ or /es/ (3.3.5) (L.K.1c)			
Understands and uses question words (L.K.1d)			
Uses new vocabulary words learned through conversations and reading (L.K.6)			
Demonstrates grade-appropriate skills in spelling (3.3.2) (L.K.2)			
Demonstrates a beginning understanding of relationships among words and subtle differences of meaning among related words (L.K.5)			

KINDERGARTEN	T1	T2	T3
MATHEMATICS			
COUNTING			
Count to 100 by ones (K.CC.1)			
Count to 100 by tens (K.CC.1)			
Write numbers from 0 to 20 (K.CC.3)			
Counts objects 1 to 20 and represents with a number (K.CC.3, K.CC.5)			
Represents a set of objects with numbers, 1 object paired with 1 number (K.CC.4)			
Compares two sets of objects and/or two numbers to identify greater than and less than for numbers 0 to 10 (K.CC.6, K.CC.7)			
ALGEBRA			
Add up to 10 using objects, drawings, equations (K.OA.2)			
Subtract up to 10 using objects, drawings, equations (K.OA.2)			
PLACE VALUE			
Joins and breaks down numbers 11 to 19 into tens and ones (K.NBT.1)			
GEOMETRY			
Names, describes, and models shapes (K.G.1, K.G.2, K.G.5)			
Compares shapes using similarities and differences (K.G.4)			
MEASUREMENT AND DATA			
Classifies, sorts, and counts objects into two categories (K.MD.3)			
MATHEMATICAL PRACTICES			
Represents problems in many ways (K.MP.4)			