COUNTING AND CARDINALITY - Know number names and the count sequence

K.CC.1. Count to 100 by ones and by tens.
EEK.CC.1. Starting with one, count to 10 by ones

4	Starting with any number greater than one, count to ten by ones.
3	Starting with one, count to 10 by ones.
2	Starting with one, count by ones to five.
1	Count with teacher from one to two.

K.CC.4. Understand the relationship between numbers an quantities; connect counting to cardinality.
EEK.CC.4. Demonstrate one-to-one correspondence pairing each object with one and only one number and each name with only one object.

4	Demonstrates one-to-one correspondence with more than one.
3	Demonstrate one-to-one correspondence pairing each object with one and only one number and each name with only one object.
2	Demonstrate one object's correspondence with one object
1	With guidance and support, count one object.

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.

EEK.CC.5. Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many

4	Counts give objects out of a group of more than five objects. Counts a given set of five objects, pairing each object with one and only one number name and when asked, "how many', says five without recounting..
3	Starting with one, count to 10 by ones.
2	Starting with one, count by ones to five.
1	Count with teacher from one to two.

COUNTING AND CARDINALITY - Compare numbers

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.
EEK.CC.6. Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.

4	Identify whether the number of objects in one group is more or less than or equal to the number of objects in another group
3	Identify whether the number of objects in one group is more or less (when the quantities are clearly different) or equal to the number of objects in another group.
2	Given two groups of dramatically different quantities of objects, identify which group has more.
1	Explore groups that have more and less

OPERATIONS AND ALGEBRAIC THINKING - Understand addition and understand subtraction

K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

EEK.OA.1. Represent addition as "putting together" or subtraction as "taking from" in everyday activities.

4	Represent addition as "putting together" and subtraction as "taking from" with quantities to 10.
3	Represent addition as "putting together" or subtraction as "taking from" in everyday activities.
2	Follow directions to "put together" by adding one or "take from" by taking one.
1	"Put together" or "take from" with teacher.

MEASUREMENT AND DATA - Describe and compare measurable attributes

K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2. Directly 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.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

EEK.MD.1-3. Classify objects according to attributes (big/small, heavy/light).

4	Order objects according to attributes (big/smaller/smallest, heavy/ lighter/ lightest).
3	Classify objects according to attributes (big/small, heavy/light)**.**.
2	Using a model or a template, sort objects by one attribute (big/small or heavy/ light).
1	Match objects by attribute big and small.

GEOMETRY - Identify and describe shapes

K.G.1. 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*..
EEK.G.1. Identify words of proximity to describe the relative position.

4	Use words referring to frames of reference or demonstrate relative position.
3	Identify words of proximity to describe the relative position.
2	Respond to spatial words that describe relative position of an object using position terms (e.g., on, in, off).
1	Repeat positional words during an activity or lesson in which the teacher demonstrates the relative position of an object.

K.G.2. Correctly name shapes regardless of their orientations or over all size.
K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat"; or three- dimensional, "solid").

EEK.G.2-3. Match two- dimensional shapes (circle, square, triangle).

4	Match two-dimensional shapes that vary in size (circle, square, triangle).
3	Match two-dimensional shapes (circle, square, triangle).
2	Match a shape to its duplicate.
1	Repeat a model to match shapes