Catoosa County School - RPS

Essential Standards Chart

What Is It We Expect Students to Learn?								
Grade: K	**Subject: MATH**							
Essential Standard	**Teacher's Learning Target**	**Student's Learning Target**	**Examples of Rigor**	**Prerequisite Skills**	When taught?	**Common Summative Assessment**		**Extension Standards**
(Number & Formal Description)	**"The students will be able to…."**	**"I can…."**	**What does proficient student work look like? Provide examples or descriptions.**	**What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?**	What 9-week grading period will this be taught?	**What assessment(s) will be used to measure student mastery?**		**What will we do when students have already learned the standard?**
MGSEK.CC.1 Count to 100 by ones and by tens.	**TSW count to 100 by ones and tens.**	**I can count to 100 by ones. I can count to 100 by tens.**	**TS can count consistently without hesitation or prompting by the teacher.**	**Know the difference between a number and a letter. Knowledge of numbers that go in order.**	Assessed the entire year. First nine weeks beginning with a calendar. GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100			**TSW begin counting by 5's. TSW begin working on odd and even numbers.**
MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**TSW count on from different numbers ex. 12, 13, 14, 15.**	**I can count forward starting at any number I have learned.**	**The student can count consistently from any number between 0-20.**	**Knowledge of number order. Count starting at 1-20.**	Second nine weeks. Assessed the entire year. GK M1 Topic G: One More with Numbers 0–10 GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Topic D: Extend the Say			**The student can count consistently from any number between 0- 100.**

					Ten and Regular Count Sequence to 100			
MGSEK.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)	**TSW write numbers from 0 to 20 and count a set of objects (0-20)and write the numbers of objects. TSE understand that zero represents no objects.**	**I can write my numbers from 0-20. I can count a group (set) and write how many.**	**The student consistently writes the numbers 0-20 and correctly represents the number of objects with the numeral.**	**Number recognition. How to write each number correctly. Count with one to one correspondence .**	First nine weeks. Assessed all year GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Topic F: Working with Numbers 9–10 in Different Configurations GK M5 Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers GK M5 Lesson 14: Show, count, and write to answer *how many* questions with up to 20			**The student will consistently write the numbers and correctly represent the number of objects with the numerals above 20.**

					objects in circular configurations.			
MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	**Connecting the numeral (number) to value (object); last number when counting=total; one more, one less**	**I can count to tell the number of objects.** **I can name the number for each object in a group as I count them.** **B. I can understand that the last number I say is the total.** **c. I can understand that the next number I say when I count means that there is one more.**	**Using manipulatives or pictures, the student will count up or on.**	**Sequence of counting numbers**	1st nine weeks a. GK M1: Numbers to 10 GK M6 Lesson 4: Describe the relative position of shapes using ordinal numbers. b. GK M1: Numbers to 10 c. GK M1 Topic G: *One More* with Numbers 0–10 GK M3 Lesson 23: Reason to identify and make a set that has 1 more. GK M4 Lesson 37: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates.	**GKids; easyCBM; CFAs; Symphony**		**OA5 Names one larger and smaller (0-20)**

					GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of *the next number* using 5-group drawings and equations. GK M5 Topic A: Count 10 Ones and Some Ones GK M5 Topic C: Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations			
MGSEK.CC.5 Count to answer 'how many?" questions. a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20,	**Count objects to 20; count out up to 20 objects**	**I can count up to 20 objects no matter how they are arranged.**	**Using manipulatives and drawings count up to 20 objects**	**Sequence of counting numbers**	1st nine weeksGK M1: Numbers to 10 M5: Numbers 10–20 and Counting to 100 GK M5 Topic A: Count 10 Ones and Some Ones GK M5 Topic C: Decompose Numbers 11–20,	**easyCBM; GKids; Symphony; CFAs**		**Answers "how many?" about at least 20 objects arranged in a variety of ways including scattered; can count out more than 20 objects**

count out that many objects. c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)					and Count to Answer "How Many?" Questions in Varied Configurations			
MGSEK.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	Identify greater than, less than or equal to between two groups of objects	I can compare two groups of objects and tell which is greater than, less than or equal to.	Given a set of objects student can make a group that is greater than, less than and equal to.	vocabulary: greater than, less than and equal to. Count a group of objects correctly	2nd nine weeks assessed all year M3: Comparison of Length, Weight, Capacity, and Numbers to 10			Students will use math talk that includes the words greater than, less than and equal to.
MGSEK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Comparing numbers (1-10)	I can compare two written numbers. (1-10)	Given two number cards the student can tell which number is greater than, less than or equal to.	know their numbers value of a number	2nd nine weeks assessed all year GK M3 Topic F: Comparison of Sets Within 10 GK M3 Topic G: Comparison of Numerals			Students will compare numbers using numbers greater than 10.
MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings 2, sounds (e.g., claps), acting out situations, verbal explanations,	Show addition and subtraction in various ways.	I can show addition in different ways. I can show subtraction in different ways.	Students can use pictures, objects or fingers to model addition and subtraction. (conceptual understanding)	know numbers count vocabulary: add, subtract, combine, take apart, take away.	3rd nine weeks GK M1 Lesson 28: Act out result unknown story problems without equations. GK M4: Number Pairs, Addition			OA.2 Word problems

expressions, or equations					and Subtraction to 10			
MGSEK.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. (drawings need not include an equation).	Decompose and record numbers less than or equal to 10 in different ways	I can break apart and write any number from 1 to 10 in different ways	"Bobby Bear is missing __ buttons on his jacket. How many ways can you use blue and red buttons to finish his jacket? Draw a picture of all of your ideas. Students could draw pictures of: ___blue and __red __blue and ___red __blue and ___red	know value of 10 know numbers to 10	3rd nine weeks GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, 3 = 2 + 1 and 3 = 1 + 2. GK M1 Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations. GK M3 Lesson 7: Compare objects using the same as. GK M4: Number Pairs, Addition and Subtraction to 10			
MGSEK.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	What makes 10 using any number 1 to 9.	I can show how many more to make 10 in different ways.	A full case of juice has 10 boxes. There are only ___boxes in this case. How many juice boxes are missing?	know numbers know how to decompose know a number can be decomposed into parts	4th nine weeks GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9,			

drawings, and record the answer with a drawing or equation			Students can use a ten frame or think addition or basic facts.		and record each with a 5-group drawing. GK M4 Lesson 40: Find the number that makes 10 for numbers 1–9, and record each with an addition equation. GK M5 Lesson 10: Build a Rekenrek to 20			
MGSEK.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	Use positional words to describe objects in the environment.	I can describe an object's position.	describe a shape's position with the terms: above, below, beside, in front of, behind, next to.	follow simple directions	1st 9 weeks GK M2 Lesson 5: Describe and communicate positions of all flat shapes using the words above, below, beside, in front of, next to, and behind. GK M2 Lesson 8: Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind.			MSSEK.G.5
MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size	Name 2D and 3D shapes regardless of position or size.	I can name 2D and 3D shapes.	I can name square, circle, triangle, rectangle, hexagon, cube cone, cylinder, & sphere *Show students these shapes in	*matching like shapes *find shapes in the environment	From beginning of the year to end M2: Two-Dimensional and Three-Dimensional Shapes			MSSEK.G.3, 4, 5, 6

			different sizes and orientations					