KINDERGARTEN MATH PROMISE STANDARDS

Kindergarten CCSS Math Content	Counting & Cardinality - K.CC
Geometry - K.G	Measurement & Data - K.MD
Number & Operations in Base Ten - K.NBT	Operations & Algebraic Thinking - K.OA

Quarter 1	Quarter 2
K.CC.A.1 Count to 100 by ones and by tens. **K.CC.B4** Understand the relationship between numbers and quantities; connect counting to cardinality. (1:1 correspondence)	**K.CC.A.1** Count to 100 by ones and by tens. **K.CC.B4** Understand the relationship between numbers and quantities; connect counting to cardinality. (1:1 correspondence) **K.CC.C6** 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

Quarter 3	Quarter 4
KCC.A.1 Count to 100 by ones and by tens. **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 **K.CC.C7** Compare two numbers between 1 and 10 presented as written numerals. **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	**K. CC.A.1** Count to 100 by ones and by tens. **K.OA.5** Fluently add and subtract within 5. **K.OA.A.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 $5 = 4 + 1$). **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). **K.NBT.A.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.

KINDERGARTEN QUARTERLY
UNPACKED STANDARDS & CFA'S

STANDARD	Quarter 1 CFA & RUBRICS	Quarter 2 CFA & RUBRICS	Quarter 3 CFA & RUBRICS	Quarter 4 CFA & RUBRICS
KCC.A.1 Count to 100 by ones and by tens	Count to 20 Count by 10's to 100 Aug/Sept	Count to 50 Count by 5's to 50	Count to 75 Count by 5's to 100 Count by 2's to 500	Count to 100 Count by 2's to 100
MODULES				
K.CC.B4 Understand the relationship between numbers and quantities; connect counting to cardinality. (1:1 correspondence)	Understand the relationship between numbers and quantities 0-5; connect counting to cardinality. (1:1 correspondence)	Understand the relationship between numbers and quantities 5-10; connect counting to cardinality. (1:1 correspondence)	Understand the relationship between numbers and quantities 10-15; connect counting to cardinality. (1:1 correspondence)	Understand the relationship between numbers and quantities 15-20; connect counting to cardinality. (1:1 correspondence)
MODULES				
K.CC.C6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group,	X	X	Identify whether the number of objects in one group is greater than, less than, or equal to the number	Identify whether the number of objects in one group is greater than, less than, or equal to the number

			of objects in another group 0-5 e.g., by using matching and counting strategies	of objects in another group 5-10 e.g., by using matching and counting strategies
MODULES				
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20	Write numbers from 0-10. Represent a number of objects with a written numeral 0-5 Aug/Sept	Write numbers from 0-20. Represent a number of objects with a written numeral 5-10	Represent a number of objects with a written numeral 10-15	Represent a number of objects with a written numeral 15-20
MODULES	1.1, 1.2, 1.3, & 1.4	7.1, 7.2, & 7.3	17.4	17.4
K.CC.C7 Compare two numbers between 1 and 10 presented as written numerals.	X	X	Compare two numbers between 0 and 5 presented as written numerals.	Compare two numbers between 1 and 10 presented as written numerals.
MODULES			3.6	10.6
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	X	X	Solve addition and subtraction word problems, and add and subtract within 5, e.g., by using objects or drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
MODULES			6.1 & 6.2	12.1 & 12.2

K.OA.A.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).	X	X	Decompose numbers less than or equal to 5 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).	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).
MODULES				
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).	Analyze and compare two 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). Aug/Sept	Analyze and compare 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).	X	X
MODULES				
K.NBT.A.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	X	X	X	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

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.				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.
MODULES				

MONTHLY CURRICULUM GUIDE

AUGUST

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18 INSTITUTE DAY	19 INSTITUTE DAY
22 (Week 1) First Day of School	23	24	25	26
29 (Week 2)	30	31		

SEPTEMBER

Mon	Tues	Wed	Thurs	Fri
			1	2
5 NO SCHOOL - LABOR DAY	6 (Week 3)	7	8	9
12 (Week 4)	13	14	15	16
19 (Week 5)	20	21	22	23
26 (Week 6)	27	28	29	30

OCTOBER

Mon	Tues	Wed	Thurs	Fri
3 (Week 7)	4	5	6	7

10 (Week 8) **NO SCHOOL - COLUMBUS DAY**	11	12	13	14 END OF 1ST QUARTER
17 (Week 9)	18	19	20	21
24 (Week 10)	25	26	27 **NO SCHOOL PARENT-TEACHER CONFERENCES**	28 **NO SCHOOL PARENT-TEACHER CONFERENCES**
31 (Week 11)				

NOVEMBER

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7 (Week 12)	8 **NO SCHOOL ELECTION DAY**	9	10	11
14 (Week 13)	15	16	17	18

21 NO SCHOOL THANKSGIVING BREAK	22 NO SCHOOL THANKSGIVING BREAK	23 NO SCHOOL THANKSGIVING BREAK	24 NO SCHOOL THANKSGIVING BREAK	25 NO SCHOOL THANKSGIVING BREAK
28 (Week 14)	29	30		

DECEMBER

Mon	Tues	Wed	Thurs	Fri
			1	2
5 (week 15)	6	7	8	9
12 (Week 16)	13	14	15	16
19 (week 17)	20	21	22	23
26 NO SCHOOL WINTER BREAK	27 NO SCHOOL WINTER BREAK	28 NO SCHOOL WINTER BREAK	29 NO SCHOOL WINTER BREAK	30 NO SCHOOL WINTER BREAK

JANUARY

Mon	Tues	Wed	Thurs	Fri
2 NO SCHOOL WINTER BREAK	3 NO SCHOOL WINTER BREAK	4 NO SCHOOL WINTER BREAK	5 NO SCHOOL WINTER BREAK	6 NO SCHOOL WINTER BREAK
9	10	11	12	13 END OF 2ND QUARTER
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

Mon	Tues	Wed	Thurs	Fri
		1	2	3 Fundations Unit 2 Assessment
6	7	8	9	10

Fundations Unit 3 Week 1 SW- don't & put				
13 Fundations Unit 3 Week 2 SW- old & cold	14	15	16	17
20 NO SCHOOL PRESIDENT'S DAY	21 Fundations Unit 3 Week 3 SW- where & here	22	23	24
27 Fundations Unit 3 Week 4 SW- yours	28			

MARCH

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6 Fundations Unit 3 Week 5 SW- walk & talk	7	8	9	10
13 Fundations Unit 3 Week 6 SW- word & world	14	15	16	17 END OF 3RD QUARTER Fundations Unit 3 Assessment
20 Fundations Unit 4 Week 1 SW- once & give	21	22	23	24
27 NO SCHOOL SPRING BREAK	28 NO SCHOOL SPRING BREAK	29 NO SCHOOL SPRING BREAK	30 NO SCHOOL SPRING BREAK	31 NO SCHOOL SPRING BREAK

APRIL

Mon	Tues	Wed	Thurs	Fri
3 Fundations Unit 4 Week 2 SW- two & again	4	5	6	7
10 Fundations Unit 4 Week 3 SW- who & always	11	12	13	14
17 Fundations Unit 4 Week 4 SW- today & eight	18	19	20	21 Fundations Unit 4 Assessment
24 Fundations Unit 5 Week 1 SW- been & who	25	26	27 NO SCHOOL INSTITUTE DAY	28 NO SCHOOL INSTITUTE DAY

MAY

Mon	Tues	Wed	Thurs	Fri
1 Fundations Unit 5 Week 2 SW- buy & guy	2	3	4	5
8 Fundations Unit 5 Week 3 SW- many & full	9	10	11	12
15 Fundations Unit 5 Week 4 SW- pull & push	16	17	18	19

22 Fundations Unit 5 Week 5 SW- find & kind & mind	23	24	25	26
29 NO SCHOOL MEMORIAL DAY	30 Fundations Unit 5 Week SW- hold & both	31		

JUNE

Mon	Tues	Wed	Thurs	Fri
			1 LAST DAY OF SCHOOL	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30