

Jackson County Core Curriculum Collaborative (JC4)

Kindergarten Math

Standard	Learning Targets in Student Friendly Language
K.CC.1	I can count to 100 by ones and by tens.
	I can count to 100 by ones.
	I can count to 100 by tens.
K.CC.2	I can count forward starting at any number I know.
	I can count forward in order from any number up to 100.
K.CC.3	I can write numbers from 0 to 20.
	I can write numbers 0-10.
	I can write numbers 11-20.
K.CC.3	I can use numbers to show how many objects there are in a group.
	I can count the amount of objects and write the number 0-20.
K.CC.4.a	I can count the objects in a group one-by-one.
	I can count objects in a group correctly regardless of arrangement and order.
K.CC.4.b	I can tell how many objects are in a group.
	I can say how many are in a group after counting all the objects.
	I can say how many there are without recounting the group when one more object is added to the group.
K.CC.4.c	I can explain what happens to the number of objects in a group when another object is added.
	I can explain that when I count that each number is one larger.
K.CC.5	I can count objects to find out how many are in a group.
	I can count objects up to 20 in a variety of arrangements (line, rectangular array, or a circle).
	I can count objects up to 10 in a scatter.
K.CC.5	I can create a group of objects to show any number from 1-20.
	I can say "how many" objects are in a group when counting.
	I can show the correct number of objects when I am told a number up to 20.
K.CC.6	I can compare groups of objects using the words "greater than", "less than", or "equal to" by matching and counting.
	I can determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects by using matching strategies.
	I can determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects by using counting strategies.
K.CC.7	I can compare two numbers between 1 and 10 when they are written as numerals.
	I can read numerals to 10.
	I can tell the quantity of each numeral to 10.

	I can compare two numerals between 1 and 10 and say which numeral has a greater than, less than, or equal to value.
K.OA.1	I can show addition and subtraction in many ways (with objects, fingers, drawings, mental images, sounds, verbal explanations, expressions, equations, or acted-out situations).
	I can show addition using objects in a variety of ways (fingers, counters, or drawings).
	I can show addition using acting out situations, verbal explanations, or equations.
	I can explain addition (putting together and adding to).
	I can show subtraction using objects in a variety of ways (fingers, counters, or drawings).
	I can show subtraction using acting out situations, verbal explanations, or equations.
	I can explain subtraction (taking apart and taking from).
	I can identify the mathematical symbols used to show addition and subtraction.
K.OA.2	I can solve story problems by adding and subtracting (within 10).
	I can solve addition word problems within 10 by using objects or drawings.
	I can solve subtraction word problems within 10 by using objects or drawings.
K.OA.3	I can break down numbers (up to 10) into added pairs in two or more ways.
	I can decompose numbers within 10 in several different ways, and show the answer with a drawing or equation.
K.OA.4	When given any number from 1-9, I can show the number needed to make 10.
	I can determine the number to add to a given number to make 10, and show the answer with a drawing or equation.
K.OA.5	I can add and subtract within 5 with fluency.
	I can add fluently within 5 (with ease and accuracy).
	I can subtract fluently within 5 (with ease and accuracy).
K.NBT.1	I can explain how I use groups of tens and ones to represent any number from 11 to 19.
	I can compose numbers 11-19 by using objects or drawings to show a group of ten ones and some more ones.
	I can decompose numbers 11-19 using objects or drawings to show a group of ten ones and some more ones.
	I can use number models to compose numbers 11-19 by using a group of ten ones and some more ones.
	I can use number models to decompose numbers 11-19 by using a group of ten ones and some more ones.
K.G.1	I can describe familiar objects using the names of shapes.
	I can find and name shapes in my environment.
K.G.1	I can describe where objects are located by using terms such as above, below, beside, in front of, behind, and next to.
	I can describe positions such as above, below, beside, in front of, behind, and next to.
K.G.2	I can identify shapes no matter what size they are or how they are placed.

	I can name shapes correctly even when their size is unusual or different.
K.G.3	I can determine if shapes are two-dimensional or three-dimensional.
	I can define two-dimensional shapes as being flat.
	I can define three-dimensional shapes as being solid.
	I can identify two-dimensional shapes.
	I can identify three-dimensional shapes.
K.G.4	I can compare 2D and 3D shapes using a variety of features.
	I can describe a shape by telling the number of sides, number of vertices (corners) and other special qualities.
	I can compare similarities, differences, and other parts of 2-dimensional objects.
	I can compare similarities, differences, and other parts of 3-dimensional objects.
K.G.5	I can create models of shapes I see by building or drawing them.
	I can build shapes from materials in my environment.
	I can draw shapes in my environment.
K.G.6	I can create larger shapes by using several smaller shapes.
	I can put shapes together to make new shapes.
	I can name the new shape that results from composing two simple shapes.
K.MD.1	I can describe objects by how they can be measured.
	I can describe the measurable attributes of a given object.
K.MD.2	I can compare two objects by their measurements.
	I can tell which object is longer (or shorter or taller) than the other by comparing them side by side.
	I can tell which object can hold more (or less) than the other by filling up one of the objects and pouring it into the other one.
	I can tell which object is heavier (or lighter) by lifting one in one hand and the other in my other hand.
K.MD.3	I can sort objects into categories and put the categories in order by number of objects.
	I can sort objects into categories and put the categories in order by number of objects.
	I can determine the number of objects in each category.
Key:	
Yellow Highlight = Critical Area	
Blue Font Color = Long Term Learning Goal	
Black Font Color = Short Term (possibly daily) learning target WITHOUT condition and criteria.	