

## Correlated with Bridges in Mathematics (2<sup>nd</sup> Edition) Scope and Sequence

Required Fluency by the end of the school year: **K.OA.A.5 Add/subtract within 5**

### Quarter 1 (Aug-Oct) Priority Standards and Skills

- **Primary Focus: Counting and Cardinality (CC)**

Standards	Skills	Notes
<b>K.CC.1</b>	Count to 100 by ones and by tens.	Considered a “Major” standard
<b>K.CC.3</b>	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).	Considered a “Major” standard
<b>K.CC.4a–c</b>	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. b. Understand that the last number name said tells the number of objects counted. 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.	Considered a “Major” standard
<b>K.CC.5</b>	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.	Considered a “Major” standard
<b>K.CC.6</b>	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.1	Considered a “Major” standard
<b>K.CC.7</b>	Compare two numbers between 1 and 10 presented as written numerals.	Considered a “Major” standard
<b>K.G.1</b>	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.	Considered an “Additional” standard

<b>K.G.2</b>	Correctly name shapes regardless of their orientations or overall size.	Considered an “Additional” standard
<b>K.G.4</b>	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).	Considered a “Supporting” standard
<b>K.G.6</b>	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Considered a “Supporting” standard
<b>K.MD.2</b>	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.	Considered an “Additional” standard
<b>K.MD.3</b>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <sup>3</sup>	Considered a “Supporting” standard
<b>K.OA.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Considered a “Major” standard
<b>K.OA.2</b>	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Considered a “Major” standard
<b>K.OA.3</b>	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 $5 = 4 + 1$ ).	Considered a “Major” standard
<b>K.OA.4</b>	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 drawings, and record the answer with a drawing or equation.	Considered a “Major” standard

## Quarter 2 (Nov-Dec) Priority Standards and Skills

### • Primary Focus: Operations and Algebra (OA)

Standards	Skills	Notes
<b>K.CC.1</b>	Count to 100 by ones and by tens.	Considered a “Major” standard
<b>K.CC.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Considered a “Major” standard
<b>K.CC.3</b>	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).	Considered a “Major” standard
<b>K.CC.4a–c</b>	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. b. Understand that the last number name said tells the number of objects counted. 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.	Considered a “Major” standard
<b>K.CC.5</b>	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.	Considered a “Major” standard
<b>K.CC.6</b>	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.1	Considered a “Major” standard
<b>K.CC.7</b>	Compare two numbers between 1 and 10 presented as written numerals.	Considered a “Major” standard
<b>K.G.5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Considered a “Supporting” standard

<b>K.MD.1</b>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Considered an “Additional” standard
<b>K.MD.2</b>	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.	Considered an “Additional” standard
<b>K.OA.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Considered a “Major” standard
<b>K.OA.2</b>	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Considered a “Major” standard
<b>K.OA.3</b>	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 $5 = 4 + 1$ ).	Considered a “Major” standard
<b>K.OA.4</b>	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 drawings, and record the answer with a drawing or equation.	Considered a “Major” standard

### Quarter 3 (Jan-Feb) Priority Standards and Skills

- **Primary Focus: Measurement and Data (MD); Geometry (G)**

Standards	Skills	Notes
<b>K.CC.1</b>	Count to 100 by ones and by tens.	Considered a “Major” standard
<b>K.CC.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Considered a “Major” standard

<b>K.CC.3</b>	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).	Considered a “Major” standard
<b>K.CC.4a–b</b>	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. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Considered a “Major” standard
<b>K.CC.5</b>	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.	Considered a “Major” standard
<b>K.CC.6</b>	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.1	Considered a “Major” standard
<b>K.CC.7</b>	Compare two numbers between 1 and 10 presented as written numerals.	Considered a “Major” standard
<b>K.G.1</b>	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.	Considered an “Additional” standard
<b>K.G.2</b>	Correctly name shapes regardless of their orientations or overall size.	Considered an “Additional” standard
<b>K.G.3</b>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Considered an “Additional” standard
<b>K.G.4</b>	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).	Considered a “Supporting” standard

<b>K.G.5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Considered a “Supporting” standard
<b>K.G.6</b>	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Considered a “Supporting” standard
<b>K.MD.1</b>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Considered an “Additional” standard
<b>K.MD.2</b>	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.	Considered an “Additional” standard
<b>K.MD.3</b>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <sup>3</sup>	Considered a “Supporting” standard
<b>K.OA.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Considered a “Major” standard
<b>K.OA.2</b>	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Considered a “Major” standard
<b>K.OA.3</b>	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 $5 = 4 + 1$ ).	Considered a “Major” standard
<b>K.OA.4</b>	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 drawings, and record the answer with a drawing or equation.	Considered a “Major” standard
<b>K.OA.5</b>	Fluently add and subtract within 5.	Considered a “Major” standard

## Quarter 4 (March-May) Priority Standards and Skills

### ● Primary Focus: Geometry (G); Number and Operations (NBT)

Standards	Skills	Notes
<b>K.CC.1</b>	Count to 100 by ones and by tens.	Considered a “Major” standard
<b>K.CC.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Considered a “Major” standard
<b>K.CC.3</b>	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).	Considered a “Major” standard
<b>K.CC.4a-c</b>	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. b. Understand that the last number name said tells the number of objects counted. 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.	Considered a “Major” standard
<b>K.CC.5</b>	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.	Considered a “Major” standard
<b>K.CC.6</b>	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.1	Considered a “Major” standard
<b>K.CC.7</b>	Compare two numbers between 1 and 10 presented as written numerals.	Considered a “Major” standard
<b>K.G.1</b>	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.	Considered an “Additional” standard

<b>K.G.2</b>	Correctly name shapes regardless of their orientations or overall size.	Considered an “Additional” standard
<b>K.G.3</b>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Considered an “Additional” standard
<b>K.G.4</b>	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).	Considered a “Supporting” standard
<b>K.G.5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Considered a “Supporting” standard
<b>K.MD.1</b>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Considered an “Additional” standard
<b>K.MD.2</b>	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.	Considered an “Additional” standard
<b>K.MD.3</b>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <sup>3</sup>	Considered a “Supporting” standard
<b>K.NBT.1</b>	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 (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Considered a “Major” standard
<b>K.OA.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Considered a “Major” standard



<b>K.OA.2</b>	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Considered a “Major” standard
<b>K.OA.3</b>	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 $5 = 4 + 1$ ).	Considered a “Major” standard
<b>K.OA.4</b>	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 drawings, and record the answer with a drawing or equation.	Considered a “Major” standard
<b>K.OA.5</b>	Fluently add and subtract within 5.	Considered a “Major” standard

***ORANGE Standards:***

*Standards which were previously introduced during the school year.*

***Major Standards (GREEN):***

*Students should spend the large majority of their time on the major work of their grade level.*

***Supporting Standards (BLUE):***

*Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)*

***Additional Standards (YELLOW):***

*Can be used to engage students in the Major standards or concepts*