Common Core K-2 Alignment

| Topic | K | 1st | 2nd |
|---|---|---|---|
| Mental (rote) counting | Count to 100 by ones and tens (CC.1) | Count by 10s off decade mentally (NBT.5) | Mentally add/sub 10 or 100 from a number (100-900) (NBT.8)<br><br>Skip count by 5s, 10s, 100s (NBT.2) |
| Counting on | Count forward from given number within 20 (counting on) (CC.2) | Count forward from given number (within 120) (NBT.1) | Count within 1000 (NBT.2) |
| Writing numbers | Write numbers 0 to 20 (CC.3) | Write numbers to 120 (NBT.1) | Read/write numbers to 1,000 in number, word and expanded form (NBT.3) |
| Creating a set | Create a set of objects (CC.4) | | |
| Counting objects | One to one correspondence with objects (CC.4)<br><br>Count to answer question of "how many?" (5.CC) | | |
| Equality/ comparing | Comparing sets with greater than, less than, equal (6.CC)<br><br>Compare numerals to 10 (7.CC) | True or false add/sub equations (OA.7)<br><br>Comparing two-digit numbers using signs (NBT.3) | Compare two three digit numbers using signs (NBT.4) |
| Addition and Subtraction | Represent addition and subtraction with 10 with objects and drawings (OA.1)<br><br>Solve add/subtract within 10 (OA.2) | Solve add/sub or addition of 3 numbers within 20 using objects, drawings, equations, unknown parts (OA.1, OA.2, OA.6)<br><br>Apply properties to add and subtract (no formal terms) (3.OA) | 1 and 2 step word problems with add/sub within 100 using drawings, equations and unknown (OA.1) |
| Composing and Decomposing | Decomposing numbers between 1 and 10 with pictures and equations (3.OA)<br><br>Compose and decompose teen numbers using objects and equations; composing ten ones and "some more ones" (NBT.1) | Using strategies (making 10, decomposing) to add/sub within 20 (OA.6)<br><br>Add (within 99) using place value strategies (NBT.4)<br><br>Subtract multiples of 10 from decade numbers (NBT.6)<br><br>Work with 10s and 1s; 10 is 10 ones; teen numbers are ten and "some more ones"; decade numbers are Groups of 10s (NBT.2 a,b,c) | Use strategies to fluently add/sub within 100 (NBT.5).<br><br>Add up to 4 digit numbers using strategies based on place value (NBT.6).<br><br>Add/sub within 1,000 using concrete models, drawings, place value strategies (NBT.7).<br><br>Explain why add/sub p. value strategies work (9.NBT) |

Common Core K-2 Vertical Alignment, Drew Polly

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| | | | Hundred is 10 10's; write numbers in 100s (NBT.1 a, b) |
| | Identify the missing part to make 10 using objects (OA.4) | Understand subtraction as an unknown addend problem (3 + _ = 8) (OA.4)<br><br>Determine unknown in add/sub equation (8.OA) | |
| Fluency/ facts | Fluently add/sub within 5 using equations (OA.5) | Fluently add/sub within 10 using equations (OA.6) | Fluently add/sub within 20 using equations; know from memory all single-digit facts (OA.2) |
| Multiplicative reasoning | | Relate counting to adding, e.g., counting by 2s means adding 2 each time (OA.5) | Odd and even; write even number as sum of two equal addends (3.OA)<br><br>Use addition to find total in an array (repeated addition) (OA.4)<br><br>Partition a rectangle into rows and columns of same-size squares and count total (G.2) |
| Fractions | | Partition (split) circles and rectangles into 2 and 4 equal shares and use vocabulary (G.3) | Partition circles/rectangles in 2, 3 or 4 shares and use vocabulary; same size does not mean same shape (G.3) |
| Measurement and Data | Describe measureable attributes such as height and weight (MD.1) | Express length in whole number units using iteration (MD.2) | |
| | Directly compare 2 objects in terms of a measureable attribute (MD.2) | Order 3 objects by length; compare lengths of 2 objects indirectly using $3^{rd}$ object (transitivity) (MD.1) | |
| | Classify objects into Given categories and count the objects (less than 10) (3.MD) | Organize data in 3 categories (PCAI) (4.MD) | Draw a picture and bar Graph and solve simple add/sub/ compare questions (10.NBT) |
| Time | | Tell and write time to half-hour (3.MD) | |
| Geometry | Correctly name shapes regardless of orientations or size (G.2) | Distinguish between defining attributes (sides, angles) vs non-defining (color, orientation) and draw shapes (G.1) | ID and draw shapes having specific attributes (G.1) |

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| | Describe objects in the environment using positional vocabulary (G.1) | | |
| | Identify 2d shapes as flat and 3d shapes as solid (G.3) | | |
| | Analyze/compare 2d and 3d shapes in terms of number of sides and side length (4.G) | | |
| | Build and draw shapes (5.G) | Compose 2d and 3d shapes (listed) and compose shapes from composite shapes (G.2) | |
| | Compose 2d shapes out of smaller shapes (6.G) | | |

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