

Kindergarten

Students demonstrate increasingly complex understanding of number sense.

Counting and Cardinality

- 1 Starting with one, count to 10 by ones. [EE.K.CC.1](#)
- 4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object. [EE.K.CC.4](#)
- 5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many. [EE.K.CC.5](#)
- 5 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group. [EE.K.CC.5](#)

Students demonstrate increasingly complex spatial reasoning and understanding of geometric

Measurement and Data

- 1-3 Classify objects according to attributes (big/small, heavy/light). [EE.K.MD.1-3](#)

Geometry

- 2-3 Match shapes of same size and orientation (circle, square, rectangle, triangle). [EE.K.G.2-3](#)

Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Claim #3 Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Problem Solving

- 1 Represent addition as “putting together” or subtraction as “taking from” in everyday activities. [EE.K.OA.1](#)