Green Township School District
Kindergarten Marking Period Mathematics Benchmarks

Report Card Indicators			
	MP 1	**MP 2**	**MP 3**
Domain: Counting & Cardinality			
Standard: K.CC.A.1 Count to 100 by ones and tens			
Count by ones up to 100.	Count to 10 orally without objects	Count to 50 orally without objects	Count to 100 orally without objects
Count by tens up to 100.			Count up, down, across and within 100 by tens with and without objects. (M5 L18)
Standard: K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)			
Count orally by ones up to 50, beginning at any number.	Count orally by ones up to 10 beginning at any number. (M1 L32)	Count orally by ones up to 30 beginning at any number	Count orally by ones up to 50 beginning at any number
Standard: K.CC.A.3 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).			
Write numbers from 0 to 20.	Write numbers from 0-10 (M1 L25-26)		Write numbers from 0-20. (M5 L9)
Represent a number of objects with a written numeral 0 to 20.	Represent a number of objects with a written numeral 0-10. (M1 L25-26)		Represent a number of objects with a written numeral 0-20. (M5 L9)
Standard: K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.			
a. When counting objects, say the number names in the standard order.	Say the number names in standard order up to 10 when counting objects. (M1 L27)		Say the number names in standard order up to 20 when counting objects. (M5 L14)
a.2 When counting objects... pair each object with one and	Order and match numeral and objects from 1 to 10. (M1 L29,33)		Order and match numeral and objects from 11-20. (M5 L9)

only one number name and each number name with one and only one object			
b.1 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.	Order and match numeral and objects from 1 to 10 given various arrangements. (M1 L29,33)		Order and match numeral and objects from 11-20 given various arrangements. (M5 L9)
c. Understand that each successive number name refers to a quantity that is one larger.	Arrange, analyze and draw sequences of quantities of 1 more. (M1 L29,32)		Show, count and write numbers 11 - 20 in configurations increasing by a pattern of *1 larger*. (M5 L11)
Standard: K.CC.B.5 . 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.			
a. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle.	Count up to 10 objects in linear, rectangular array and circle configurations. (M1 L25-26)		Show, count, and write to answer how many questions with up to 20 objects in linear, rectangular array and circle configurations. (M5 L13-14)
b. Count to answer “how many?” questions about as many as 10 things in a scattered configuration.	Count to 10 objects organized in a scattered configuration. (M1 L27)		
Standard: KCC.C.6 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.*			
Identify whether the number of objects in one group is greater than the number of objects in another group.		Match and count to compare a number of objects. State which quantity is more. (M3 L25)	
Identify whether the number of objects in one group is		Match and count to compare two sets of objects. State which quantity is less.	

less than the number of objects in another group.		(M3 L26)	
Identify whether the number of objects in one group is equal to the number of objects in another group.		Identify and create a set that has the same number of objects. (M3 L22)	
Standard: KCC.C.7 Compare two numbers between 1 and 10 presented as written numerals.			
		Visualize quantities to compare two numerals. (M3 L28)	

Domain: Operations & Algebraic Thinking			
Standard: K.O.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.O.A.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			
		a. Represent addition up to 10 with objects, fingers, mental images, drawings , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations (M4 Topic A)	
		b. Represent subtraction up to 10 with objects, fingers, mental images, drawings , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (M4 L27-28,33)	
Standard: K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, *e.g., by using objects or drawings to represent the problem.*			
		Solve addition word problems within 10, e.g., by using objects or drawings to represent the problem. (M4)	
		Solve subtraction word problems	

		within 10, e.g., by using objects or drawings to represent the problem.	
		Add within 10, e.g., by using objects or drawings to represent the problem.	
		Subtract within 10, e.g., by using objects or drawings to represent the problem	
Standard: K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, *e.g. using objects or drawings*, and record each decomposition by a drawing or equation *(e.g. 5 = 3 + 2 and 5 = 4 + 1)*			
Decompose numbers less than or equal to ten into two numbers.		Model decompositions of numbers up to 10 using objects or drawings. (M4 L27-28)	
Record decompositions with a drawing/number bond.		Decompose the number 10 using 5-group drawings. (M4 L36)	
Record decompositions with an equation.		Decompose numbers up to 10 and record each decomposition with a subtraction equation. (M4 L36)	
Standard: K.OA.A.4 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.			
		Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. (M4 L39)	
		Find the number that makes 10 for numbers 1–9, and record each with an addition equation. (M4 L40)	
Standard: K.OA.A.5 ***FLUENCY:*** Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten).			
	Write numerals 1-5 in order. Answer and make drawings of decompositions with totals of 1-5 without equations. (M1 Top C-D)	Add & subtract within 5 fluently (e.g. with accuracy and efficiency using mental math strategies). (M4 TopA)	Add & subtract within 5 fluently (e.g. with accuracy and efficiency using mental math strategies).

Domain: Number & Operations in Base 10			
Standard: 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 *(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.			
Compose and decompose numbers from 11 to 19 into a group of ten *ones* and another group of one(s), e.g. by using objects or drawings.			Model teen numbers with materials from concrete (objects) to pictorial. (M5 L8)
Record each composition or decomposition using objects or drawings.			Draw teen numbers from concrete to pictorial. (M5 L9)
Record each composition or decomposition by a drawing or equation.			Represent teen number compositions and decompositions as addition sentences. (M5 L20)
Understand that teen numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.			Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number. (M5 L23)

Domain: Measurement and Date			
Standard: K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.			
		Describe the measurable attribute of objects, e.g. length.	
		Describe the measurable attribute of objects, e.g. weight.	
		Describe several measurable attributes of a single object. (M3 L32)	

Standard: K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” “less of” the attribute, and describe the differences. *For example, directly compare the heights of two children and describe one child as taller/shorter.*			
		Directly compare two objects with a measurable attribute in common; use more of or less of to compare the objects. (M3 Top A-C)	
		Describe the differences between two objects in terms of “more of” and “less of” an attribute. (M3 L21)	
Standard: K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
	Classify objects into given categories. (M3 L9-10)		
	Count the objects in each category. (M3 L9-10)		
	Sort the categories by count. (M3 L9-10)		

Domain: Geometry			
Standard: K.G.A.1 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, and next to.			
	Describe objects in the environment using names of shapes. (M2 L9)		Describe objects in the environment using names of shapes. (M6 L2-3)
	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. (M2 L5,8)		Reinforce describing relative positions of shapes using terms listed in standard. (M6 L4)
Standard: K.G.A.2 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
	Identify two dimensional shapes (squares, circles, triangles, rectangles & hexagons). (M2 L1-4)		Reinforce identifying two dimensional shapes. (M6)

	Describe two dimensional shapes (squares, circles, triangles, rectangles & hexagons). (M2 L1-4)		Reinforce (M6)
	Identify three dimensional shapes (cubes, cones, cylinders & spheres). (M2 L6-7)		Reinforce (M6)
	Describe three dimensional shapes (cubes, cones, cylinders & spheres). (M2 L6-7)		Reinforce (M6)

Standard: K.G.A.3 Identify shapes as two dimensional (lying in a plane, “flat”) or three dimensional (“solid”).			
	Identify two dimensional shapes as flat. (M2 L1)		Reinforce (M6)
	Identify three dimensional shapes as solid. (M2 L7)		Reinforce (M6)
Standard: K.G.B.4 Analyze and compare two and three dimensional shapes, in different sizes and orientation, 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 & compare two dimensional shapes, in different sizes and orientation, using informal language to describe their s**imilarities**. (M2)		Reinforce (M6)
	Analyze & compare two dimensional shapes, in different sizes and orientation, using informal language to describe their **differences**. (M2)		Reinforce (M6)
	Analyze & compare two dimensional shapes, in different sizes and orientation, using informal language to describe their **parts** (e.g. number of sides and vertices/corners”).(M2)		Reinforce (M6)

	Analyze & compare two dimensional shapes, in different sizes and orientation, using informal language to describe their **attributes**.(M2)		Reinforce (M6)
	Analyze & compare three dimensional shapes, in different sizes and orientation, using informal language to describe their s**imilarities**.(M2)		Reinforce (M6)
	Analyze & compare three dimensional shapes, in different sizes and orientation, using informal language to describe their **differences**.(M2)		Reinforce (M6)
	Analyze & compare three dimensional shapes, in different sizes and orientation, using informal language to describe their **parts** (e.g. number of sides and vertices/corners").(M2)		Reinforce (M6)
	Analyze & compare three dimensional shapes, in different sizes and orientation, using informal language to describe their **attributes**.(M2)		Reinforce (M6)
Standard: K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
			Model shapes in the world by building shapes from components. (M6 L2,7)
			Model shapes in the world by drawing shapes. (M6)
Standard: K.G.B.6 Compose simple shapes to form larger shapes. Ex: "can you join these two triangles with fill sides toughing to make a rectangle?"			
			Compose simple shapes to form larger shapes. (M6, L7)