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| **Counting and Cardinality** | **NC Mathematics Standards** | **Mid-Year Assessment** |
| **Know number names and the count sequence.** | |
| **K.CC.1** Count to 100 by ones and tens.  **K.CC.2** Count forward beginning from a given number within the known sequence.  **K.CC.3** Write numbers from 0-20 | Count to 50 by ones.  Write numbers from 0-10. |
| **Count to tell the number of objects.** | |
| **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.  **K.CC.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.  **K.CC.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. (Note: Including groups with up to ten objects.) | Subitize 1-5.  Connect counting to cardinality to 10.  Count objects in an array to 10 and in a scattered arrangement to 10.  Count sorted collections of sets to 10.  Compare sets to 10 as greater than, less than, or equal. |
| **Operations and Algebraic Thinking** | **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** | |
| **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  **K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given, e.g., by using objects or drawings, and record the answer with a drawing or equation. | Solve problem-situations within 5.   * *Add To-Result Unknown* * *Take from-Result Unknown* * *Put Together/Take Apart-Total Unknown*   Use 10 frames to make 10. |
| **Numbers and Operations in Base Ten** | **Work with numbers 11-19 to gain foundations for place value.** | |
| **K.NBT.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 (such as 18 = 10 + 8; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones. | Use ten frames to make 10 and some more. |
| **Measurement and Data** | **Classify objects and count the number of objects in each category.** | |
| **K.MD.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 difference. | Make comparisons and describe differences |
| **Geometry** | **Identify and describe shapes.** | |
| **K.G.2** Correctly name shapes regardless of their orientations or overall size.  **K.G.4** 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). | Identify and describe 2D shapes.   * triangle * circle * rectangle * square * hexagon |