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Maryland College and Career Ready Standards Correlated to *Moving with Math Extensions Kindergarten*

		Student Book	Skill Builders & Oral Reviews (OR)
	Number and Operation Sense (NOS)		
K.NOS.A	**KNOW NUMBER NAMES AND THE COUNT SEQUENCE.**		
K.NOS.A.1	Count to 100 by ones and by tens.	64	10-4, 10-7, 10-8
K.NOS.A.2	Count forward from any given number within 100.	23	7-1 to 7-3, 10-5, 10-6 OR K-7
K.NOS.A.3	Count backwards from any given number within 20.		
K.NOS.A.4	Write numbers from 0 to 20.	14-21, 23, 30, 31, 61	6-1 to 6-3, 6-5, 8-1, 8-3, 8-4 OR K-10
K.NOS.A.5	Represent a number of objects with a written numeral within 20 (with 0 representing a count of no objects).	14-20, 22, 30, 31, 61	5-1 to 5-4, 6-5, 8-1, 8-3, 8-4 OR K-5, K-6, K-10
K.NOS.B	**COUNT TO TELL THE NUMBER OF OBJECTS.**		
K.NOS.B.6	Use the relationship between numbers and quantities within 20 to count objects with one-to-one correspondence (arranged in a line, a rectangular array, a circle, or as many as 10 things in scatter configuration) and verbalize that the last number stated is the total when asked “How many?” (cardinality).	14-20, 22, 30, 31, 61	5-3, 5-4, 6-5, 10-1 to 10-3, 10-9, 15-4, 15-5 OR K-5, K-6, K-10
K.NOS.B.7	When counting objects within 20, recognize that each successive number name refers to a quantity that is one larger.	14-20, 22, 30, 31	5-4, 6-5
K.NOS.B.8	Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns and familiar patterns within 6.		
K.NOS.C	**DEVELOP FOUNDATIONS FOR PLACE VALUE.**		
K.NOS.C.9	Understand 10 as a group, collection, or bundle of ten ones called a “ten.”		
a.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., 13 = 10 + 3).	30, 31, 61	10-1 to 10-3, 10-9, 10-10
b.	Describe a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones).	61	10-1 to 10-3, 10-9, 10-10
K.NOS.C.10	Compare two quantities within 20 using greater than, equal to, or less than, with objects, location on number paths, and written numerals.	11-13, 26, 27, 43	2-1, 3-1 to 3-3, 8-1 to 8-4 OR K-2, K-3, K-7
K.NOS.D	**DECOMPOSE NUMBERS.**		

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K.NOS.D.11	Decompose numbers within 10 in more than one way, by using objects or drawings, and record each decomposition with a drawing or equation (e.g., 10 = 4 + 6 and 10 = 4+5 + 1).	24, 38	6-4, 26-3 to 26-8, 26-10
	Algebraic Thinking (AT)		
K.AT.A	**SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.**		
K.AT.A.1	Represent addition and subtraction situations (presented with numerals or mathematical symbols) within 10 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, using verbal explanations, and/or writing expressions and equations.	36-42, 44	6-4, 26-1, 26-2, 26-6 to 26-8,27-1, 27-2, 28-1, 28-2 OR K-26 to K-29
K.AT.A.2	Solve addition (add to and putting together) and subtraction (taking from) problems in context within 10 and represent by using objects, drawings, and/or equations.	24, 36-41, 45	26-1, 26-2, 26-10, 27-1, 27-2, 29-1 OR K-26 to K-29
K.AT.B	**UNDERSTAND REPEATING PATTERNS.**		
K.AT.B.3	Identify, extend, and create repeating patterns (AABAAB, ABCABC, or AABBCC) using concrete objects, drawings, sounds, or movements.	5, 6, 10	4-1 to 4-3 OR K-4
	Geometric Reasoning and Measurement (GR)		
K.GR.A	**DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.**		
K.GR.A.1	Describe measurable attributes of an object such as length, height, weight, and capacity using appropriate vocabulary (e.g. long, short, tall, heavy, light, wide, narrow, full, empty).	4, 52, 55, 56	OR K-21
K.GR.A.2	Directly compare two objects with a measurable attribute in common, using words such as “greater/less,” “more/fewer,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.”	4, 55	14-4, 21-1 OR K-21
K.GR.A.3	Order up to 3 objects by a measurable attribute (e.g. greatest to least in height)	3, 55	14-1 to 14-3 OR K-14
K.GR.B	**WORK WITH TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES.**		
K.GR.B.4	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.	1	12-1 to 12-5 OR K-12
K.GR.B.5	Identify and describe given shapes and shapes of objects in everyday situations including two-dimensional shapes (circle, triangle, rectangle, square, hexagon) and threedimensional shapes (cone, cube, cylinder, and sphere) regardless of their orientation or overall size.	7, 8, 53, 54	15-1, 15-3, 15-6, 16-1 to 16-4 OR K-15, K-16
K.GR.B.6	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	7, 8	16-3
K.GR.B.7	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, edges, and vertices/”corners”) and other attributes (e.g., having sides of equal length).	7, 8, 53, 54	16-3, 16-4
K.GR.B.8	Draw two dimensional shapes and build or create models of three-dimensional shapes.	7, 8, 53	

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K.GR.B.9	Compose simple shapes to form larger shapes (e.g. join two triangles with full sides touching to compose a rectangle).	9	15-2, 15-4, 15-5, 15-7, 29-2
	Reasoning with Data and Statistics (DS)		
K.DS.A	**CLASSIFY OBJECTS INTO CATEGORIES TO REPRESENT DATA.**		
K.DS.A.1	Organize data by classifying objects into given categories and counting the number of objects in each category (Limit the total in any one category to maximum of 20).	1, 2, 28, 29	1-2, 13-1, 30-1 OR K-1, K-13, K-30
K.DS.A.2	Analyze data sets by ordering the categories by count.	28, 29	