*	Math Teachers Press In	C				
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West Virginia Mathematics College and Career Readiness Standards for Mathematics Correlated to Connections Kindergarten						
		Lesson Plan Page (located in Teacher Resource Manual) & Student Activity Book Page	Skill Builder Page & Oral Review (OR) (located in Teacher Resource Manual)			
	COUNTING AND CARDINALITY					
Cluster	Know number names and the count sequence.					
M.K.1	Count 100 by ones and by tens.	4, 77, 169, 170, 174, 175	7-2, 10-2, 10-4 OR K-7			
M.K.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	75, 78, 80, 82, 84, 120				
M.K.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).	19, 41-49, 51-56, 58, 64-75, 83-86, 119, 133, 164- 168, 175	3-2 ,6-1 to 6, 7-1, 10-1 OR K-6, K-10			
Cluster	Count to tell the number of objects.					
M.K.4	<ul> <li>Understand the relationship between numbers and quantities; connect counting to cardinality.</li> <li>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>b. Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ul>	43-58, 64-74, 76, 83-86, 119, 133, 164-168	5-1 to 4, 6-1, 6-2, 7-1, 10-1 OR K-5, K-10, K- 11			
M.K.5	Count to answer questions (e.g., "How many?") about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	43-58, 64-76, 83- 86, 119, 133, 164- 168	5-1, 5-2, 5-4, 5-5, 6-1, 6-2, 10-1 OR K-5, K-10			
Cluster	Compare numbers.					
M.K.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).	15-21, 42, 50, 87, 143	2-1, 3-1, 3-2, 8-1 to 3 OR K-2, K-3, K-8			
M.K.7	Compare and order two numbers between 0-20 presented as written numerals.	170				

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Cluster	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.		
M.K.8	Represent addition and subtraction with strategies using objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, and equations.	119-131,133-142, 144-147	26-1, 26-2, 27-1, 27-2, 28-1, 29-1 OR K-26 to 28
M.K.9	Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.	119-127, 130, 133- 142, 145, 147	OR K-29
M.K.10	Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	52, 55, 65, 67, 69, 71, 73	
M.K.11	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.		
M.K.12	Fluently (efficiently, flexibly, and accurately) add and subtract within 5 using various strategies.	120-129, 136-142, 144, 147	26-1, 26-2, 27-1, 27-2, 29-1 OR K-26
Cluster	Recognize patterns.		
M.K.13	Recognize and create recognizable patterns using colors, shapes, sizes, and sounds with support and guidance.	9, 13, 22, 35, 38, 48, 81,100, 172, 174	4-1 to 4-3 OR K-4
	NUMBERS AND OPERATIONS IN BASE TEN		
Cluster	Work with numbers 11-19 to gain foundations for place value.		
M.K.14	Compose and decompose numbers from 11 to 19 into ten ones and larger two-digit numbers 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 (one ten) and one, two, three, four, five, six, seven, eight, or nine ones.	165-168	
	MEASUREMENT AND DATA		
Cluster	Describe and compare measurable attributes.		
M.K.15	Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.	30-32, 106, 107	OR K-14
M.K.16	Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute and describe the difference.	12-14, 30-32, 106, 107, 113, 115	14-1, 14-2, 21-1, 21-2 OR K-20, K-21
Cluster	Classify objects and count the number of objects in each category		

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M.K.17	Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.)	2, 3, 11, 12, 26, 34- 36, 52, 61, 64, 68	13-1, 13-2, 30-2 OR K-1, K-13 to 15
Cluster	Work with money.		
M.K.18	Identify coins: penny, nickel, dime, quarter.	97, 99-101, 172	OR K-24
M.K.19	Count pennies to 20.	97, 98, 100, 103	24-1, 25-1, 25-2
Oliveter	GEOMETRY		
Cluster	triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
M.K.20	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, behind and next to.	1, 7, 9, 10, 25, 27- 29, 33, 36-38	12-1 to 4, 16-1 OR K-12, K-15
M.K.21	Correctly name shapes regardless of their orientations or overall size	27-30, 36-39	15-3, 16-4 OR K-15, K-16
M.K.22	Using real-life objects, identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")	38-39	16-4
Cluster	Analyze, compare, create, and compose shapes.		
M.K.23	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). Instructional Note: Student focus should include real-world shapes.	27, 28, 33-39, 51	15-3, 16-1, 16-3, 16-4 OR K-16
M.K.24	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	33, 34	15-2
M.K.25	Compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?").	64, 65, 117, 156	22-4, 29-2 to 6