

Blueprint



Common Core Coverage • Kindergarten

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
K.CC.A.1	Count to 100 by ones and by tens	Partial Coverage	15, 21, 37, 43, 47, 50-53, 59, 77, 78, 80-85 <i>Counting up to 20 by ones is covered; counting up to 90 by tens is covered; counting by ones beyond 20 and by tens beyond 90 is not covered</i>
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Full Coverage	21, 37, 43, 47, 51-53, 77, 84, 85
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).	Partial Coverage	11, 15, 20, 21, 35-37, 42, 44, 46, 53, 76 <i>Representing the number of objects with a written numeral is covered (in the form of selecting the written numeral); writing numbers from 0 to 20 is not covered</i>
K.CC.B.4.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.	Full Coverage	11, 15, 20, 21, 23, 35-37, 42, 44, 46, 53
K.CC.B.4.B	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.	Partial Coverage	11, 15, 20, 21, 23, 35-37, 42, 44, 46, 53 <i>Understanding that the last number said tells the number of objects counted is covered; counting objects in different arrangements and orders to show that the count is the same is not covered</i>
K.CC.B.4.C	Understand that each successive number name refers to a quantity that is one larger.	Full Coverage	21, 23, 36, 38, 42, 43, 50, 52, 83

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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 1-20, count out that many objects.	Full Coverage	11, 15, 20, 21, 35, 36, 37, 42, 44, 46, 53, 70, 76
K.CC.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.	Full Coverage	7-10, 15, 18, 26, 28-32
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	Full Coverage	11, 15, 18, 23, 24, 26, 28-32, 37, 38, 42, 43, 45, 52, 53, 59
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Full Coverage	11-20, 22-25, 27, 29, 30, 32-41, 43-60, 63, 66, 68, 70-73, 75-80, 82-85, 87
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.	Full Coverage	12-14, 16-20, 22-25, 27, 29, 30, 32-41, 43-60, 63, 66, 68, 70-72, 73, 75, 76-80, 82-85, 87
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	Full Coverage	11, 16-19, 22, 24, 26, 28, 31, 35, 37, 46-48, 56, 58
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.	Full Coverage	22, 26, 27, 28, 31, 37, 56, 58
K.OA.A.5	Fluently add and subtract within 5.	Full Coverage	12-14, 16-19, 26
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 (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.	Full Coverage	39-46, 50, 52, 57, 58, 60
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Partial Coverage	4-6, 10, 86, 87 <i>Length, width, weight, volume, distance, height are covered; describing several measurable attributes of a single object is not covered, only a single attribute of an object is discussed at a time</i>

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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 difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Full Coverage	4-6, 10, 86, 87
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Partial Coverage	1, 2, 7, 8, 18, 26, 27, 29, 58, 61, 64 <i>Classifying objects and counting objects in each category is covered; sorting categories by count is not covered</i>
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, behind, and next to.	Full Coverage	1, 8, 57, 66-74
K.G.A.2	Correctly name shapes regardless of their orientation or overall size.	Full Coverage	3, 57, 64-75, 81
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Full Coverage	66-74
K.G.B.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).	Full Coverage	1, 3, 37, 64-75, 81
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Partial Coverage	65 <i>Creating shapes from components is covered; drawing shapes is not covered</i>
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Full Coverage	65, 69