

Common Core State Standards Mathematics



Student:
Teacher:

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	5. Use appropriate tools strategically.	7. Look for and make use of structure.
2. Reason abstractly and quantitatively	4. Model with mathematics.	6. Attend to precision.	8. Look for and express regularity in repeated reasoning.

Kindergarten Mathematics Standards	Attempt	Attempt	Attempt	Pass
<u>Critical Areas</u> In Kindergarten, instructional time should focus on two critical areas: 1. Representing, relating, and operating on whole numbers, initially with sets of objects; 2. Describing shapes and space. More learning time in Kindergarten should be devoted to numbers than to other topics.				
K.CC Counting and Cardinality				
Know number names and the count sequence.				
K.CC.1 Count to 100 by ones and by tens.				
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin with 1).				
K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).				
Count to tell the number of objects.				

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.				
K.CC.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.				
K.CC.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.				
K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.				
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.				
Compare numbers.				
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). Include groups with up to ten objects.				
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.				
K.OA 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. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.), 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.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 $5=4+1$]).				
K.OA.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).				
K.OA.5 Fluently add and subtract within 5.				
K.NBT Number and Operations in Base Ten				

Work with numbers 11-19 to gain foundations for place value.				
K.NBT.1 Compose and decompose numbers from 11-19 into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by 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.				
K.MD Measurement and Data				
Describe and compare measurable attributes.				
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.				
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. For example, directly compare the heights of two children and describe one child as taller/shorter.				
Classify objects and count the number of objects in each category.				
K.MD 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.).				
K.G Geometry				
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
K.G.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.				
K.G.2 Correctly name shapes regardless of their orientations or overall size.				
K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).				
Analyze, compare, create, and compose shapes.				
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).				
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.				
K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”				

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $\frac{3}{4}$ and $-\frac{3}{4}$ are additive inverses of one another because $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.¹

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction $\frac{A}{B}$ where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See *also*: computation strategy.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See *also*: computation algorithm.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

Dot plot. See: line plot.

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M , the first quartile is the median of the data values less than M . Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.² See *also*: median, third quartile, interquartile range.

Fraction. A number expressible in the form $\frac{a}{b}$ where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) See *also*: rational number.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

¹Adapted from Wisconsin Department of Public Instruction, <http://dpi.wi.gov/standards/mathglos.html>, accessed March 2, 2010.

²Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., “Quartiles in Elementary Statistics,” *Journal of Statistics Education* Volume 14, Number 3 (2006).

Integer. A number expressible in the form a or $-a$ for some whole number a .

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is $15 - 6 = 9$. See *also*: first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.³

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.⁴ Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

Midline. In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $\frac{3}{4}$ and $\frac{4}{3}$ are multiplicative inverses of one another because $\frac{3}{4} \div \frac{4}{3} = \frac{4}{3} \div \frac{3}{4} = 1$.

Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $\frac{5}{50} = 10\%$ per year.

Probability distribution. The set of possible values of a random variable with a probability assigned to each.

Properties of operations. See Table 3 in this Glossary.

Properties of equality. See Table 4 in this Glossary.

Properties of inequality. See Table 5 in this Glossary.

Properties of operations. See Table 3 in this Glossary.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See *also*: uniform probability model.

Random variable. An assignment of a numerical value to each outcome in a sample space.

Rational expression. A quotient of two polynomials with a non-zero denominator.

Rational number. A number expressible in the form $\frac{a}{b}$ or $-\frac{a}{b}$ for some fraction $\frac{a}{b}$. The rational numbers include the integers.

Rectilinear figure. A polygon all angles of which are right angles.

Rigid motion. A transformation of points in space consisting of a sequence of

³Adapted from Wisconsin Department of Public Instruction, *op. cit.*

⁴To be more precise, this defines the *arithmetic mean*.

one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

Repeating decimal. The decimal form of a rational number. *See also:* terminating decimal.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.⁵

Similarity transformation. A rigid motion followed by a dilation.

Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

Terminating decimal. A decimal is called terminating if its repeating digit is 0.

Third quartile. For a data set with median M , the third quartile is the median of the data values greater than M . Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Uniform probability model. A probability model which assigns equal probability to all outcomes. *See also:* probability model.

Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

Visual fraction model. A tape diagram, number line diagram, or area model.

Whole numbers. The numbers 0, 1, 2, 3,