

# BENCHMARKS WITH EXAMPLES REPORT

## MATHEMATICS GRADE K



**Key:** **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.  
**OCS Code** = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).  
**CCSS Code** = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers ([www.corestandards.org](http://www.corestandards.org)).  
**CRS Strand** = ACT College Readiness Standards developed by ACT, Inc. ([www.act.org](http://www.act.org)).  
**The CRS Strands are:** BOA = Basic Operations & Applications, PSD = Probability/Statistics/Data, NCP = Numbers/Concepts/Properties, XE1 = Expression/Equation & Inequality,  
 GRE = Graphical Representations, PPF = Properties of Plane Figures, MEA = Measurement, FUN = Functions.

DOMAIN: Standards for Mathematical Content					
Status:	OCS Code:	Strand: <i>Counting and Cardinality (CC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMC.CC.1</b>	<b>Know number names and the count sequence.</b>			
Supporting	K.SMC.CC.1.1.a	Count to 100 by ones and by tens		K.CC.A.1	NCP
Supporting	K.SMC.CC.1.2.b	Count forward beginning from a given number within a known sequence	Note: Instead of having to begin at 1.	K.CC.A.2	NCP
Supporting	K.SMC.CC.1.3-1.b	Write numbers from 0 to 20		K.CC.A.3	NCP
Supporting	K.SMC.CC.1.3-2.c	Represent a number of objects with a written numeral 0-20	Note: With 0 representing a count of no objects.	K.CC.A.3	NCP
	<b>K.SMC.CC.2</b>	<b>Count to tell the number of objects.</b>			
Supporting	K.SMC.CC.2.1-1.c	Relate counting to a quantity		K.CC.B.4	NCP
Supporting	K.SMC.CC.2.1-2.a	Count each object in a series of objects by pairing it with only one number name		K.CC.B.4a	NCP
Supporting	K.SMC.CC.2.1-3.b	Show that the last number name counted tells the number of objects	Note: The number of objects is the same regardless of their arrangement or the order in which they were counted.	K.CC.B.4b	NCP
Supporting	K.SMC.CC.2.1-4.b	Show that each successive number name refers to a quantity that is one larger		K.CC.B.4c	NCP
Supporting	K.SMC.CC.2.2.c	Count up to 20 objects arranged in a line, a rectangular array, a circle, or a scattered configuration	Note: Count to answer "how many?" questions.	K.CC.B.5	NCP
	<b>K.SMC.CC.3</b>	<b>Compare numbers.</b>			
Supporting	K.SMC.CC.3.1.b	Determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	Note: Use matching and counting strategies.	K.CC.C.6	NCP
Supporting	K.SMC.CC.3.2.b	Compare two numbers between 1 and 10 presented as written numerals		K.CC.C.7	NCP
Status:	OCS Code:	Strand: <i>Operations and Algebraic Thinking (OA)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMC.OA.1</b>	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>			
Supporting	K.SMC.OA.1.1.b	Represent addition and subtraction with objects and actions	e.g., Fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	K.OA.A.1	BOA
Supporting	K.SMC.OA.1.2.c	Solve addition and subtraction word problems with numbers up to 10	Note: Use objects or drawings to represent the problem.	K.OA.A.2	BOA
Supporting	K.SMC.OA.1.3.c	Decompose numbers less than or equal to 10 into pairs in more than one way	Note: Use objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	K.OA.A.3	BOA
Supporting	K.SMC.OA.1.4.c	Find any number from 1 to 9 that makes 10 when added to a given number	Note: Use objects or drawings, and record the answer with a drawing or equation.	K.OA.A.4	BOA
Supporting	K.SMC.OA.1.5.c	Add and subtract numbers up to 5 fluently		K.OA.A.5	BOA
Status:	OCS Code:	Strand: <i>Number and Operations in Base Ten (NBT)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMC.NBT.1</b>	<b>Work with numbers 11–19 to gain foundations for place value.</b>			
Supporting	K.SMC.NBT.1.1-1.c	Compose numbers from 11 to 19 into groups of 10 and remainders	Note: Use objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ).	K.NBT.A.1	NCP
Supporting	K.SMC.NBT.1.1-2.c	Decompose numbers from 11 to 19 into groups of 10 and remainders	Note: Use objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ).	K.NBT.A.1	NCP

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Status:	OCS Code:	Strand: <i>Measurement and Data (MD)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMC.MD.1</b>	<b>Describe and compare measurable attributes.</b>			
Supporting	K.SMC.MD.1.1.b	Describe measurable attributes of one or more objects	e.g., Height, weight, and length	K.MD.A.1	MEA
Supporting	K.SMC.MD.1.2.b	Compare two objects with a measurable attribute in common, to see which has more or less of the attribute	Note: Directly compare the heights of two children and describe one child as taller/shorter.	K.MD.A.2	MEA
	<b>K.SMC.MD.2</b>	<b>Classify objects and count the number of objects in each category.</b>			
Supporting	K.SMC.MD.2.1.b	Classify and count objects into given categories		K.MD.B.3	MEA
Status:	OCS Code:	Strand: <i>Geometry (G)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMC.G.1</b>	<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>			
Supporting	K.SMC.G.1.1-1.a	Name the shapes of common objects found in the environment	e.g., Shapes such as circle, square, triangle	K.G.A.1	MEA
Supporting	K.SMC.G.1.1-2.b	Describe the relative position of an object to another object	e.g., Terms such as above, below, beside, in front of, behind, and next to	K.G.A.1	MEA
Supporting	K.SMC.G.1.2.b	Name shapes of differing orientations and sizes		K.G.A.2	MEA
Supporting	K.SMC.G.1.3.a	Identify shapes as two-dimensional or three-dimensional	Note: A two-dimensional object is described as lying in a plane or flat; a three-dimensional object is described as solid.	K.G.A.3	MEA
	<b>K.SMC.G.2</b>	<b>Analyze, compare, create, and compose shapes.</b>			
Supporting	K.SMC.G.2.1.c	Describe the similarities, differences, and parts of two- and three-dimensional shapes	e.g., Shapes of differing orientations and sizes, number of sides and vertices/"corners" and other attributes - having sides of equal length	K.G.B.4	MEA
Supporting	K.SMC.G.2.2.c	Create shapes from components by modeling shapes found in the world	e.g., Sticks and clay balls, and drawing shapes	K.G.B.5	MEA
Supporting	K.SMC.G.2.3.c	Combine simple shapes to form larger shapes	Note: "Can you join these two triangles with full sides touching to make a rectangle?"	K.G.B.6	MEA
<b>DOMAIN: Standards for Mathematical Practices</b>					
Status:	OCS Code:	Strand: <i>Solve Problems (MP1)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMP.1</b>	<b>1. Make sense of problems and persevere in solving them.</b>			
Supporting	K.SMP.1.1-1.c	Make sense of your problem		MP1	
Supporting	K.SMP.1.1-2.c	Reflect on your thinking as you solve your problem		MP1	
Supporting	K.SMP.1.1-3.c	Keep trying when your problem is hard		MP1	
Supporting	K.SMP.1.1-4.c	Check whether your answer makes sense		MP1	
Supporting	K.SMP.1.1-5.c	Solve problems in more than one way		MP1	
Supporting	K.SMP.1.1-6.c	Compare the strategies you and others use		MP1	
Status:	OCS Code:	Strand: <i>Reason (MP2)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMP.2</b>	<b>2. Reason abstractly and quantitatively.</b>			
Supporting	K.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects		MP2	
Supporting	K.SMP.2.1-2.c	Make sense of the representations you and others use		MP2	
Supporting	K.SMP.2.1-3.c	Make connections between representations		MP2	
Status:	OCS Code:	Strand: <i>Construct Arguments (MP3)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMP.3</b>	<b>3. Construct viable arguments and critique the reasoning of others.</b>			
Supporting	K.SMP.3.1-1.c	Make mathematical conjectures and arguments		MP3	
Supporting	K.SMP.3.1-2.c	Make sense of others' mathematical thinking		MP3	
Status:	OCS Code:	Strand: <i>Model (MP4)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	<b>K.SMP.4</b>	<b>4. Model with mathematics.</b>			

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Supporting	K.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations		MP4	
Supporting	K.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions		MP4	
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Use Tools (MP5)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
	<b>K.SMP.5</b>	<b>5. Use appropriate tools strategically.</b>			
Supporting	K.SMP.5.1-1.c	Choose appropriate tools		MP5	
Supporting	K.SMP.5.1-2.c	Use tools effectively and make sense of your results		MP5	
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Attend to Precision (MP6)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
	<b>K.SMP.6</b>	<b>6. Attend to precision.</b>			
Supporting	K.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely		MP6	
Supporting	K.SMP.6.1-2.c	Use an appropriate level of precision for your problem		MP6	
Supporting	K.SMP.6.1-3.c	Use clear labels, units, and mathematical language		MP6	
Supporting	K.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate		MP6	
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Use Structure (MP7)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
	<b>K.SMP.7</b>	<b>7. Look for and make use of structure.</b>			
Supporting	K.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties		MP7	
Supporting	K.SMP.7.1-2.c	Use structures to solve problems and answer questions		MP7	
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Express Regularity (MP8)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
	<b>K.SMP.8</b>	<b>8. Look for and express regularity in repeated reasoning.</b>			
Supporting	K.SMP.8.1.c	Use context to self-correct words by rereading words that were not recognized		MP8	