

Irvine Unified School District  
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards  
**Mathematics** Continuum of Standards

| Standard                 | Preschool Foundations<br>(At or around 60 months)   | Transitional Kindergarten  | Kindergarten Common Core Standards   |
|--------------------------|---|--|--|
| <b>MATHEMATICS</b>       |   |  |  |
| Counting and Cardinality | Recite numbers in order to twenty with increasing accuracy.   | Students will recite numbers to 50 in order by ones and tens with prompts as needed.   | Students will recite numbers to 100 by ones and tens.  |
|                          | Recognize and know the name of some written numerals.   | Students will recognize, name, order and write numbers to 10.  | Students will recognize, name, order and write numbers to 20.  |
|                          | Identify, without counting, the number of objects in a collection of up to four objects.                                      | Identify, without counting, the number of objects in a collection of up to five objects.   | Count to answer “how many” questions about as many as 20 things arranged in a configuration.<br>Identify whether the number of objects in one group is greater than, less than, or equal to another group. |
|                          | Count up to ten objects, using one-to-one correspondence with increasing accuracy.  | Accurately count up to ten objects, using one-to-one correspondence.   | When counting objects, say the number names, pairing each object with one and only one number name and each number name with one and only one object.  |
|                          | Understand, when counting, that the number name of the last object counted represents the total number of objects in a group. | Understand, when counting 10 objects, that the number name of the last object counted represents the total number of objects in a group. | Understand that the last number name said tells the number of objects counted. Understand that each successive number name refers to a quantity that is  |

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|                                   |   |   |  |
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|                                   |   |   | one larger.  |
| Operations and Algebraic Thinking | Compare, by counting or matching, two groups of up to <i>five</i> objects and communicate “more,” “same”, or “fewer”.                               | Compare, by counting or matching, two groups of up to <i>ten</i> objects and communicate “more,” “same”, or “fewer”.                            | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  |
|                                   | Understand that adding one or taking away one changes the number in a small group of objects by exactly one.  | Understand that adding one or taking away one changes the number in a small group of objects by exactly one.                                    | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations.                              |
|                                   | Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. | Understand that putting groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. | Solve addition and subtraction word problems, and add and subtract with 10 by using objects or drawings to represent the problems.   |
|                                   | Solve simple addition and subtraction problems with a small number of objects, usually by counting.   | Solve simple addition and subtraction problems (up to five) with or without objects.  | Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings and record by drawing or equation.<br>Fluently add and subtract within 5. |
|                                   | Sort and classify objects by one or more attributes, into two or more groups with increasing accuracy.  | Sort and classify objects by one or more attributes, into two or more groups and count the number of objects in each group to 10.               | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  |
|                                   | Recognize and duplicate   | Recognize and duplicate   |  |

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|             |   |  |   |
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|             | simple repeating patterns.  | repeating patterns.  |   |
|             | Begin to extend and create simple repeating patterns.   | Extend and create repeating patterns.  |   |
|             |   |  |   |
| Measurement | Compare two objects by length, weight, or capacity directly or indirectly.  | Compare two objects by length, weight, or capacity directly or indirectly using comparative language such as bigger, smaller, more, less, lighter, heavier.    | 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.   |
|             | Order four or more objects by size.   | Order and label four or more objects by size.  | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.   |
|             |   | Can identify and recite the days of the week with visual and verbal prompts.   | Names the days of the week.   |
|             |   | Can correctly order everyday events.   | Identify the time (to the nearest hour) of everyday events.   |
|             |   |  |   |
| Geometry    | Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. | Identify, describe, <i>trace</i> and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. | 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. Correctly name shapes regardless of their orientations or overall size. |

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|                        | Combine different shapes to create a picture or design.   | Manipulate a shape to match a picture  | Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts and other attributes.   |
|                        | Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind. | Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.  | 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. Correctly name shapes regardless of their. |
|                        |   |  |  |
| Mathematical Reasoning | Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.                            | Children expand the use of mathematical thinking to solve problems that arise in their everyday environment using mathematical language. | Follow “Standards for Mathematical Practice” in Common Core Standards.   |
|                        | Identify and apply a variety of mathematical strategies to solve problems in their environment.   | Identify and apply a variety of mathematical strategies to solve problems in their environment.  | Follow “Standards for Mathematical Practice” in Common Core Standards.   |