

LEARNING PROGRESSIONS – WRITING

English/Language Arts						
Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.						
Progression 1, Conventions of Writing						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
	WRT-1 Student recognizes name and environmental print.	WRT-2 Student describes the difference between print and illustrations while identifying that letters form words in any given print (e.g., environmental print, books, magazines, charts).	WRT-3 Student distinguishes between a letter, a word, and a sentence. Verbally identifies components of a sentence, and identifies that words are separated by spaces in print within their illustration/ writing.	WRT-4* Student applies varied spacing between words, experiments with capitalizing the first letter of sentences, and may place a period at the end of line.	WRT-4 Student applies consistent spacing between words, uses periods, and capitalizes the first letter of the sentence, and pronoun "I."	WRT-4 Student uses consistent spacing and punctuation within their writing. Student may capitalize proper nouns.
					WRT-4 Student uses grade appropriate grammar and usage.	
	CLL8.4.d	ELAGSEKRF1.b	ELAGSEKRF1.c	ELAGSEKL2.a ELAGSEKRF1.c	ELAGSEKL1 ELAGSEKL2.a ELAGSEKRF1.c	ELAGSEKL1 ELAGSEKL2.a ELAGSEKRF1.c ELAGSE1L1.k ELAGSE1L2.a ELAGSE1L2.b ELAGSE1L2.c

*WRT-4 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

English/Language Arts						
Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.						
Progression 2, Spelling						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
		<u>GKIDS Readiness</u> <u>Check English</u> <u>Language Arts</u> <u>Activity 5</u> Student uses strings of letters.	<u>WRT-4*</u> Student uses salient sounds in a word, such as initial sound, to label the illustration.	<u>WRT-4</u> Student uses phonetic spelling with initial and final sound accuracy.	<u>WRT-4</u> Student uses spelling with initial, medial, and final sound accuracy for one-syllable CVC words, and blends and segments onsets and rimes of single-syllable spoken words when communicating what he or she has written.	<u>WRT-4</u> Student uses phonetic spelling as well as final –e, digraphs and/or blends in multi-syllabic words. Student pronounces, blends, and segments syllables into spoken words when spelling phonetically. Phonetic spelling supports communication.
				<u>WRT-4</u> Student segments onsets of single-syllable spoken words when communicating what he or she has written.	<u>WRT-4</u> Distinguishes between similarly spelled words by identifying the sounds of the letters that differ when spelling phonetically.	
					<u>WRT-4</u> Student uses invented spelling for words that are more complex and do not follow phonetically regular CVC words.	
		CLL9.4.d ELAGSEKRF1.b	ELAGSEKL1.a ELAGSEKL2.c ELAGSEKRF3.a	ELAGSEKL2.d ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF2.d ELAGSEKRF3.a ELAGSEKRF3.b ELAGSEKRF3.c	ELAGSEKL2.d ELAGSEKRF2.c ELAGSEKRF2.d ELAGSEKRF2.e ELAGSEKRF3	ELAGSEKL2.d ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF3.a ELAGSEKRF3.b ELAGSE1RF3.a ELAGSE1RF3.c

*WRT-4 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

English/Language Arts						
Big Idea 1: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.						
Progression 3, Communication of Ideas						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check English Language Arts Activity 5 Student draws, marks, or scribbles on page.	GKIDS Readiness Check English Language Arts Activity 5 Student draws pictures and/or copies letters/numbers to communicate using a variety of writing tools.	WRT-4* Student writes labels for illustrations using a string of letters and dictates an idea.	WRT-4 Student writes labels for illustrations using salient letters or words, and dictates a sentence.	WRT-4 Student writes a complete thought or phrase and illustrates to communicate ideas.	WRT-4 Student independently writes on a single topic and shows a logical sequence or relationship between ideas. Student uses acquired words and phrases. Student illustrates if he or she desires.	WRT-4 Student independently produces a piece of writing on a single topic that includes an introduction, key details, and may have a sense of closure. Student illustrates if he or she desires.
	GKIDS Readiness Check English Language Arts Activity 8 Student is able to hold writing tools.	WRT-4 Student uses several marks to communicate ideas which may include letters, letter-like shapes, symbols, and/or numbers. Student writes own name.		WRT-4 The intended message and what the child wrote is congruent (i.e., the child writes something and can read it back to you, and what is written/drawn and communicated matches and makes sense).		
CLL9.4.b	CLL9.4.a CLL9.4.b	ELAGSEKSL5 ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKW3	ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKL6 ELAGSEKRF1.b	ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKL1.b ELAGSEKL6 ELAGSEKSL5	ELAGSEKW1/ ELAGSEKW7 ELAGSEKW2/ ELAGSEKW8 ELAGSEKW3 ELAGSEKL1.b ELAGSEKL6 ELAGSEKSL5	ELAGSEKL1.b ELAGSE1W1 ELAGSE1W2/ ELAGSE1W7 ELAGSE1W3/ ELAGSE1W8 ELAGSE1KL6 ELAGSE1SL5

*WRT-4 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

LEARNING PROGRESSIONS – COMPREHENSION

English/Language Arts						
Big Idea 2: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.						
Progression 1, Comprehension						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
<i>In conversation</i>	<i>In conversation</i>	<i>In conversation With familiar text</i>	<i>With familiar text</i>	<i>With cold read; reading levels A-B, DRA 2</i>	<i>With cold read; reading levels B-C, DRA 2, 3, 4</i>	<i>With cold read; reading levels D+, DRA 5+</i>
SLRC-1: Student answers questions in conversations with the teacher with one word or a short phrase.	SLRC-1: Student engages in conversations with the teacher using complete sentences to express ideas.	SLRC-1: Student describes familiar people, places, things, and events in conversation and, with prompting and support, provides additional detail.	SLRC-3: Student retells key details and major events orally, with pictures, or illustrations from familiar story books read aloud by others.	SLRC-4: With multiple readings of early decodable books, the student answers questions identifying one or more as appropriate: characters, setting, and/or main topic/idea and retells the story.	SLRC-5: With multiple independent readings of early emergent-reader text of different genres (storybooks, poems, nonfiction), student describes the connection between two individuals, events, ideas, or pieces of information in a text.	SLRC-6: With multiple independent readings of emergent-reader text of different genres (storybooks, poems, nonfiction), student infers central message or lesson, determines the meaning of words and phrases, and describes the connections between two individuals, events, or ideas within a text.
	SLRC-1: Student produces and expands complete sentences in shared language activities.	SLRC-2 Part A: Student uses finger to follow words from left to right, top to bottom, and page-by-page.		SLRC-4: Student answers questions about key details.	SLRC-5: Student compares the beginning and end of a text for character/ individual experiences using words and illustrations.	SLRC-6: The student self-corrects or confirms text with pictures.
		SLRC-2 Part B: Student orally identifies or communicates characters, settings, and major events from familiar stories read aloud by others.		SLRC-4: Student answers questions about unknown words.	SLRC-5: Student identifies author's purpose.	
				SLRC-4: Student identifies the role of author and illustrator.	SLRC-5: Student describes the similarities and differences of two texts	

English/Language Arts						
Big Idea 2: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.						
Progression 1, Comprehension						
Precursor 2	Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
					on the same topics using words and illustrations.	
CLL1.4.b	CLL4.4.b	ELAGSEKSL1.b	ELAGSEKSL4	ELAGSEKSL4	ELAGSEKSL2	ELAGSEKSL2
CLL1.4.c	CLL4.4.c	ELAGSEKSL4	ELAGSEKSL6	ELAGSEKSL6	ELAGSEKSL3	ELAGSEKSL3
CLL4.4.b	CLL1.4.a	ELAGSEKSL6	ELAGSEKRL1	ELAGSEKRL1	ELAGSEKSL4	ELAGSEKSL4
ELAGSEKSL1.b	ELAGSEKSL1.b	ELAGSEKRL3	ELAGSEKRL2	ELAGSEKRL2	ELAGSEKSL6	ELAGSEKSL6
ELAGSEKSL2	ELAGSEKSL6	ELAGSEKRL10	ELAGSEKRL3	ELAGSEKRL3	ELAGSEKRL1	ELAGSEKRL9
ELAGSEKSL3	ELAGSEKL1	ELAGSEKL1.f	ELAGSEKRL10	ELAGSEKRL4	ELAGSEKRL2	ELAGSEKRL10
ELAGSEKL1.d	ELAGSEKL6	ELAGSEKL6	ELAGSEKRI1	ELAGSEKRL6	ELAGSEKRL3	ELAGSEKRI1
ELAGSEKL1.f			ELAGSEKRI2	ELAGSEKRL10	ELAGSEKRL9	ELAGSEKRI2
			ELAGSEKRI10	ELAGSEKRI1	ELAGSEKRL10	ELAGSEKRI3
			ELAGSEKL1.f	ELAGSEKRI2	ELAGSEKRI1	ELAGSEKRI4
			ELAGSEKL6	ELAGSEKRI3	ELAGSEKRI2	ELAGSEKRI10
				ELAGSEKRI4	ELAGSEKRI3	ELAGSEKL1.f
				ELAGSEKRI6	ELAGSEKRI9	ELAGSEKL6
				ELAGSEKRI10	ELAGSEKRI10	ELAGSE1RL2
				ELAGSEKL1.f	ELAGSEKL1.f	ELAGSE1RI3
				ELAGSEKL6		ELAGSE1RI4

LEARNING PROGRESSION – PHONEMIC AWARENESS

English/Language Arts					
Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.					
Progression 1, Phonemic Awareness					
Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
<p>GKIDS Readiness Check English Language Arts Activity 1 Student listens and differentiates between phonemic sounds that are the same and different.</p>	<p>PA-2 Student produces rhymes, counts, and pronounces syllables in spoken words.</p>	<p>PA-4 Student segments onsets and rimes of single-syllable spoken words.</p>	<p>PA-5 Student blends onsets and rimes of single-syllable spoken words, and blends and segments syllables in spoken words.</p>	<p>PA-6 Student blends and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) spoken words. (This does not include CVCs ending with /l/, /r/, or /x/).</p>	<p>PA-7 Student adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<p>PA-1 Student identifies rhymes.</p>	<p>PA-3 Student isolates initial sounds in spoken words.</p>	<p>PA-4 Student isolates final sounds in spoken words.</p>	<p>PA-5 Student isolates medial sounds in spoken words.</p>		
<p>CLL6.4.a CLL6.4.b</p>	<p>CLL6.4.a CLL6.4.b ELAGSEKRF2.a ELAGSEKRF2.b</p>	<p>ELAGSEKRF2.c</p>	<p>ELAGSEKRF2.b ELAGSEKRF2.c</p>	<p>ELAGSEKRF2.d</p>	<p>ELAGSEKRF2.e</p>

LEARNING PROGRESSION – PHONICS

English/Language Arts					
Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.					
Progression 2, Phonics					
Precursor 1	Beginning	Emerging	Developing	Demonstrating	Exceeding
<p>GKIDS Readiness Check English Language Arts Activity 2 Student independently recognizes uppercase early-emerging letters such as B, D, P, T, & C.</p>	<p>GKIDS Readiness Check English Language Arts Activity 3 Student independently recognizes and names upper- and lowercase letters of the alphabet.</p>	<p>PHO-1 Student independently produces one-to-one letter-sound correspondences for each consonant.</p>	<p>PHO-2 Student produces long vowel sounds.</p>	<p>PHO-3 Student isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) printed words. (This does not include CVCs ending with /l/, /r/, or /x/).</p>	<p>PHO-4 Student decodes final -e and common vowel team within texts.</p>
		<p>PHO-1 Student produces short vowel sounds.</p>			<p>PHO-4 Student decodes consonant digraphs within texts.</p>
<p>CLL7.4.a ELAGSEKRF1.d</p>	<p>ELAGSEKRF1.d</p>	<p>ELAGSEKRF3.a ELAGSEKRF3.b</p>	<p>ELAGSEKRF3.b</p>	<p>ELAGSEKRF1.b ELAGSEKRF3.a ELAGSEKRF3.b</p>	<p>ELAGSEKRF1.b ELAGSE1RF3.a ELAGSE1RF3.c</p>

LEARNING PROGRESSION – HIGH-FREQUENCY WORDS

English/Language Arts				
Big Idea 3: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.				
Progression 3, High-Frequency Words				
Beginning	Emerging	Developing	Demonstrating	Exceeding
	Fountas & Pinnell Level A/B, DRA 2	Fountas & Pinnell Level B/C, DRA 2/3	Fountas & Pinnell Level C, DRA 3/4	Fountas & Pinnell Level D+, DRA 5+
<u>HFW-1</u> Student identifies and names high-frequency words by sight.	<u>HFW-2*</u> Student independently reads common high-frequency words by sight in decodable books (e.g., and, the, of, to, you, she, my, is, are, do, does).	<u>HFW-2</u> Student independently reads common high-frequency words by sight in emergent reader texts .	<u>HFW-2</u> Student independently reads common high-frequency and increasingly difficult words by sight in emergent reader texts .	<u>HFW-2</u> Student independently reads common high-frequency words by sight in early reader texts .
ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4

*HFW-2 can be used to assess multiple stages of the progression by using varied leveled readers. At each stage starting at *Emerging*, students are reading high-frequency words by sight in texts. Throughout the school year, this task should be repeated using different leveled readers as appropriate to the stage in progression (e.g., decodable book, emergent reader, early reader).

LEARNING PROGRESSION – SHAPES

Mathematics				
Big Idea 1: A kindergarten student will model real world problems by composing 2- and 3- dimensional shapes.				
Progression 1: Shapes				
Beginning	Emerging	Developing	Demonstrating	Exceeding
<p>GKIDS Readiness Check Mathematics Activity 5 Identifies (points to) 2-dimensional shapes; square, triangle, circle, and rectangle (e.g., point to the circle).</p>	<p>SHA-1 Names 2-dimensional shapes; square, triangle, circle, rectangle, and hexagon.</p>	<p>SHA-2 Names 3-dimensional shapes; sphere, cylinder, cube, and cone.</p>	<p>SHA-4 Explains similarities and differences among 2- and 3-dimensional shapes using attributes when classifying, sorting, or identifying.</p>	<p>SHA-7 Builds or draws 2- and 3-dimensional shapes from given defining attributes (e.g., draw a shape with 4 corners and 4 sides and all sides are the same length).</p>
	<p>SHA-2 Identifies (points to) 3-dimensional shapes; sphere, cylinder, cube, and cone.</p>	<p>SHA-3 Describes 2- and 3-dimensional shapes using their attributes.</p>	<p>SHA-5 Composes simple shapes to form larger shapes with given attributes.</p>	<p>SHA-8 Uses composite shapes to create additional composite shapes (e.g., adds on to a given or self-created composite shape).</p>
	<p>SHA-1 Identifies (points to) sides and corners (vertices) when asked.</p>	<p>SHA-3 Classifies, sorts, or identifies shapes as 2- or 3-dimensional.</p>	<p>SHA-6 Creates models of real-world figures by composing 2- and 3- dimensional shapes.</p>	<p>SHA-9 Decomposes rectangles and circles into two and four equal shares by drawing partitions within a given shape.</p>
CD-MA6.4a MGSEK.G.1 MGSEK.G.2	CD-MA6.4a MGSEK.G.1 MGSEK.G.2 MGSEK.G.3	CD-MA4.4b CD-MA6.4a MGSEK.G.2 MGSEK.G.3 MGSEK.G.4 MGSEK.MD.1 MGSEK.MD.2 MGSEK.MD.3	CD-MA6.4b MGSEK.G.1 MGSEK.G.2 MGSEK.G.3 MGSEK.G.4 MGSEK.G.5 MGSEK.G.6 MGSEK.MD.1 MGSEK.MD.2	MGSEK.G.4 MGSEK.G.5 MGSEK.G.6 MGSE1.G.1 MGSE1.G.2 MGSE1.G.3

LEARNING PROGRESSION – COUNTING NUMBERS

Mathematics				
Big Idea 2: A kindergarten student will count using multiple strategies.				
Progression 1: Counting – Number (Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language).				
Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check Mathematics Activity 1 Counts forward to 20.	<u>CNUM-1</u> Counts forward to 30.	<u>CNUM-1</u> Counts forward to 50 by 1s.	<u>CNUM-1</u> Counts forward to 100 by 1s.	<u>CNUM-1</u> Counts forward to 120 by 1s.
		<u>CNUM-2</u> Counts forward to 50 by 10s.	<u>CNUM-2</u> Counts forward to 100 by 10s.	<u>CNUM-5</u> Counts forward to 120 by 5s.
		<u>CNUM-3</u> Counts forward to 30 from a given number within 0-30 (e.g., "starting with 15, count up to 30").	<u>CNUM-4</u> Counts forward to 100 from a given number within 0 - 100.	<u>CNUM-2</u> Counts forward to 120 by 10s.
CD-MA1.4a	MGSEK.CC.1	MGSEK.CC.1 MGSEK.CC.2	MGSEK.CC.1 MGSEK.CC.2	MGSE1.NBT.1

LEARNING PROGRESSION – COUNTING OBJECTS

Mathematics				
Big Idea 2: A kindergarten student will count using multiple strategies.				
Progression 2: Counting – Objects				
Beginning	Emerging	Developing	Demonstrating	Exceeding
<p>GKIDS Readiness Check Mathematics Activity 2 Counts 10 objects using one-to-one correspondence.</p>	<p>COB-1 Counts 1-10 objects presented in a line and tells the number of objects counted. Includes answering questions about “how many.”</p>	<p>COB-2 When told a number 1-10, counts out that many objects (presented in a line).</p>	<p>COB-4 When told a number 11-20, counts out that many objects.</p>	<p>COB-7 Counts more than 20 objects, presented in a variety of ways (e.g., scattered, lines, rectangular array, circles).</p>
	<p>COB-1 Given a set of up to 10 objects, matches a written numeral to represent the number of objects.</p>	<p>COB-2 Counts 11-20 objects presented in a line and tells the number of objects counted. Includes answering questions about “how many.”</p>	<p>COB-4 Counts up to 20 objects when presented in a rectangular array or circle. Includes answering questions about “how many.”</p>	<p>COB-7 Given a set of more than 20 objects, matches a written numeral to represent the number of objects.</p>
		<p>COB-2 Given a set of 11-20 objects, matches a written numeral to represent the number of objects.</p>	<p>COB-5 Counts objects up to 10 in a scattered array. Includes answering questions about “how many.”</p>	<p>COB-8 Writes numerals greater than 20 to represent a quantity.</p>
		<p>COB-3 Writes numerals 0-10 to represent a quantity.</p>	<p>COB-5 Answers questions about “one larger” in a set of up to ten objects using the number names.</p>	
			<p>COB-6 Writes numerals 11-20 to represent a quantity.</p>	
<p>CD-MA2.4b MGSEK.MD.3 MGSEK.CC.4a</p>	<p>CD-MA1.4c MGSE.K.CC.5b</p>	<p>MGSEK.CC.3 MGSEK.CC.4a MGSEK.CC.4b MGSEK.CC.5c MGSEK.MD.3</p>	<p>MGSEK.CC.3 MGSEK.CC.4c MGSE.K.CC.5a MGSE.K.CC.5b MGSEK.CC.5c</p>	<p>MGSE1.NBT.1</p>

LEARNING PROGRESSION – COMPARE

Mathematics				
Big Idea 3: A kindergarten student will compare objects and numbers represented in different ways to solve real world problems.				
Progression 1: Compare				
Beginning	Emerging	Developing	Demonstrating	Exceeding
<p><u>COMP-1</u> Identifies/matches equal sets of objects using one-to-one correspondence.</p>	<p><u>COMP-2</u> Given two sets of objects, identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (0-10 objects per set).</p>	<p><u>COMP-2</u> Explains and/or shows whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group between 0-10 per set using counting or matching strategies.</p>	<p><u>COMP-4</u> Solves real world problems involving comparison of numbers of objects between 1-10—greater than, less than, equal (e.g., use counting strategies, etc.).</p>	<p><u>COMP-5</u> Solves real world problems by comparing two written numbers greater than 10, communicating their comparisons using words, models, or symbols.</p>
		<p><u>COMP-3</u> Compares two numbers between 1-5 presented as written numerals (e.g., hold up the written numbers, points to or circles the number).</p>	<p><u>COMP-3</u> Compares two numbers between 1-10 presented as written numerals, with at least one number being between 6 and 10 (e.g., hold up the written numbers, points to or circles the number).</p>	
CD-MA2.4a	MGSEK.CC.6	MGSEK.CC.4a MGSEK.CC.6 MGSEK.CC.7	MGSEK.CC.4a MGSEK.CC.6 MGSEK.CC.7	MGSE1.NBT.3 MGSE1.MD.4

LEARNING PROGRESSION – ADDITION AND SUBTRACTION

Mathematics				
Big Idea 4: A kindergarten student will apply multiple strategies to solve real world problems using addition and subtraction.				
Progression 1: Addition and Subtraction (Note: This progression would begin later in the year after progress is made with counting and other prerequisite skills.)				
Beginning	Emerging	Developing	Demonstrating	Exceeding
ADSU-1 Uses objects or fingers to represent and solve real-world addition and subtraction problems (result unknown) within 5, when read aloud.	ADSU-2 Draws pictures to represent and solve three types of real-world addition and subtraction problems (result unknown, change unknown, and start unknown) within 5, when read aloud.	ADSU-3 Uses counting strategies (e.g., ten frame, counting on, counting back, mental images, number lines, acting out) to solve addition and subtraction problems within 10.	ADSU-6 Solves real-world problems by adding and subtracting within 10, and explains the strategy used. The strategy can include a drawing or equation.	ADSU-9 Solves real-world problems by adding and subtracting within 11 to 19, and explains the strategy used. The strategy can include a drawing or equation.
		ADSU-4 Finds the missing number to make 5 (e.g., using ten frame, number lines).	ADSU-4 Finds the missing number to make 10 (e.g., using ten frame, number lines).	
		ADSU-5 Decomposes numbers into pairs in more than one way, using objects or drawings, within 10 (e.g., $9=4+5$, $9=8+1$).	ADSU-7 Responds immediately and accurately (verbally) to addition and subtraction problems within 5.	ADSU-10 Responds immediately and accurately, verbally or in writing, to addition and subtraction problems within 10.
			ADSU-8 Composes and decomposes numbers from 11 to 19 into ten ones and some further ones by using objects or drawings. Records compositions or decompositions by a drawing or equation (e.g., $18=10+8$)	ADSU-11 Recognize “a ten” as a bundle of ten ones, numbers from 11 to 19 as one ten and some leftover ones, and decade numbers 10 to 90 as a group of tens with no leftover ones.
CD-MA2.4c	MGSEK.OA.1	MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5 MGSEK.CC.2 MGSEK.CC.4a	MGSEK.NBT.1 MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5	MGSE1.OA.1 MGSE1.OA.2 MGSE1.OA.6a MGSE1.OA.6b MGSE1.NBT.2