Standards-Based Learning
Power Standards

Mathematics

Pre-Kindergarten

Power Standards highlighted **All standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.**

Counting and Cardinality (Domain)		PK.CC
Know number names and the count sequence. (Cluster)		
PK.CC.1	Verbally count forward in sequence from 1–31.	
PK.CC.2	Begins in K.	
PK.CC.3	Understand the relationships between numerals, names of numbers and quantities 1-10.	
Count to tell the number of objects		
PK.CC.4	Understand the relationship between numbers and quantities with concrete objects up to 10. a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration. b. Understand that the last number name said tells the number of objects counted, up to ten. c. (Begins in Kindergarten or when individual child is ready.)	
PK.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 1–10, count out that many objects.	
Compare numbers.		
PK.CC.6	Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	
PK.CC.7	Begins in K	
Operations and Algebraic Thinking		PK.OA
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
PK.OA.1	Represent real-world addition and subtraction problems up through five by using objects, fingers, sounds, acting out situations, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)..	
PK.OA.2	Begins in K.	
PK.OA.3	Compose and decompose numbers to five by using objects or drawings (e.g., 5 objects = 2 objects + 3 objects and 5 objects = 4 objects + 1 object).	
PK.OA.4	Begins in K.	
PK.OA.5	Begins in K	
Measurement and Data		PK.MD
Describe and compare measurable attributes		
PK.MD.1	With teacher guidance and support, identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	

PK.MD.2	Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).
Classify objects and count the number of objects in each category.	
PK.MD.3	Sort, categorize, and classify objects by one attribute at a time.

Geometry	PK.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

PK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, beside, next to, first, and last.

Analyze, compare, create, and compose shapes.

PK.G.2	Correctly name shapes regardless of size and orientation, including: rectangle, square, triangle, hexagon, rhombus (diamond), and trapezoid.
PK.G.3	Explore the attributes of two- and three- dimensional shapes.
PK.G.4	Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, shape, sides, and corners/angles), identifying shapes that are ___ and shapes that are not_____.
PK.G.5	Create and build shapes from components (e.g., sticks and clay balls).
PK.G.6	Decompose ("take apart" into smaller shapes) simple shapes that have obvious clues as to their decomposition.