

SIDE BY SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

PASS		PASS	Strand and Standard	Grade	Common Core State Standard
Strand	Standard #				
KINDERGARTEN					
* Legends/Abbreviations can be found in a separate table					
A	1	Standard 1: Algebraic Reasoning: Patterns - The student will sort and classify objects and analyze simple patterns.			
A	1.1	Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).	MD.3	K	Classify objects and count the number of objects in each category. 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.)
A	1.2	Explain verbally and extend simple patterns (e.g., O □ O □)			
A	1.3	Use object to demonstrate “related facts” such as 3+4=7: 7-4=3.	OA.1	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
A	1.3	Use object to demonstrate “related facts” such as 3+4=7: 7-4=3.	OA.2	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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A	1.3	Use object to demonstrate “related facts” such as $3+4=7$: $7-4=3$.	OA.3	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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 $5 = 4 + 1$).
A	1.3	Use object to demonstrate “related facts” such as $3+4=7$: $7-4=3$.	OA.4	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.
A	1.3	Use object to demonstrate “related facts” such as $3+4=7$: $7-4=3$.	OA.5	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
N	2	Standard 2: Number Sense and Operation - The student will understand the relationship between numbers and quantities.			
N	2.1	Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.	CC.4	K	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.
N	2.1	Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.	CC.4c	K	Understand that each successive number name refers to a quantity that is one larger.
N	2.1	Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.	CC.6	K	Compare numbers. 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 strategies. (Include groups with up to ten objects.)

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N	2.1	Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.	CC.7	K	Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
N	2.2	Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).	CC.4	K	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.
N	2.2	Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).	CC.4a	K	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.
N	2.2	Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).	CC.4b	K	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.
N	2.3	Count forward to twenty and backward from ten.	CC.2	K	Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
N	2.4	Count objects in a set one-by-one from one through twenty.	CC.1	K	Know number names and the count sequence. Count to 100 by ones and by tens.
N	2.4	Count objects in a set one-by-one from one through twenty.	CC.3	K	Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
N	2.4	Count objects in a set one-by-one from one through twenty.	CC.4	K	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.
N	2.4	Count objects in a set one-by-one from one through twenty.	CC.4a	K	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.
N	2.4	Count objects in a set one-by-one from one through twenty.	CC.4b	K	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.

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N	2.4	Count objects in a set one-by-one from one through twenty.	CC.5	K	Count to tell the number of objects. 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.
N	2.5	Identify and create sets of objects zero through twenty.	CC.3	K	Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
N	2.5	Identify and create sets of objects zero through twenty.	CC.4b	K	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.
N	2.6	Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.	CC.1	K	Know number names and the count sequence. Count to 100 by ones and by tens.
N	2.6	Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.	CC.2	K	Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
N	2.6	Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.	CC.3	K	Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
N	2.6	Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.	CC.7	K	Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
N	2.7	Identify and use ordinal numbers to order objects first through tenth.	CC.4	K	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.
N	2.7	Identify and use ordinal numbers to order objects first through tenth.	CC.6	K	Compare numbers. 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 strategies. (Include groups with up to ten objects.)

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N	2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	CC.4c	K	Understand that each successive number name refers to a quantity that is one larger.
N	2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	OA.1	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
N	2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	OA.2	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
N	2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	OA.3	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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 $5 = 4 + 1$).
N	2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	OA.4	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.
N	2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	OA.5	K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.

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G	3	Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.			
G	3.1	Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g. with different sizes of orientation).	G.1	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.
G	3.1	Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g. with different sizes of orientation).	G.2	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
G	3.1	Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g. with different sizes of orientation).	G.3	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
G	3.2	Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.	G.1	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.
G	3.2	Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.	G.2	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
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G	3.3	Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).			
G	3.3	Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.	G.1	K	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.
M	4	Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.			
M	4.1.a	Linear Measurement - measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).	MD.1	K	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
M	4.1.b	Linear Measurement - Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	MD.1	K	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
M	4.1.b	Linear Measurement - Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	MD.2	K	Describe and compare measurable attributes. 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.
M	4.1.c	Linear Measurement - Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	MD.1	K	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
M	4.1.c	Linear Measurement - Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	MD.2	K	Describe and compare measurable attributes. 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.

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M	4.1.d	Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).			
M	4.2.a	Time - Tell time on digital and analog clocks to the hour.			
M	4.2.b	Time - Identify the days of the week and months of the year.			
M	4.3	Money - Identify the coins penny, nickel, dime, and quarter.			
D	5	Standard 5: Data Analysis - The student will collect and display data in a group setting.			
D	5.1.a	Data Analysis - Use numbers and counting as a means for solving problems and measuring quantity.			
D	5.1.b	Data Analysis - Develops abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.			
D	5.1.c	Describes similarities and differences between objects.			
D	5.1.d	Collects and analyze information about objects and events in the environment.			
D	5.2	Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).			