

Alignment of Common Core State Standards (CCSS) with Proposed TN-Early Learning Developmental Standards (TN-ELDS) Four

Revised TN-ELDS Four year-old Mathematics Standards (PK)	Kindergarten CCSS Mathematics (K)
Counting and Cardinality	Counting and Cardinality
<i>Know number names and counting sequence</i>	<i>Know number names and the count sequence</i>
PK.CC.1. Listen to and say the names of numbers in many contexts.	K.CC.1. Count to 100 by ones and by tens.
PK.CC.2. Verbally count forward in sequence from 1 - 30.	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing - the ability to look at a quantity and say the quantity (1-4) quickly... just by looking.	K.CC.3. 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).
Count to tell the number of objects	Count to tell the number of objects
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10.	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.	K.CC.4a. 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.
PK.CC.4b. Understand that the last number name said tells the number of objects counted up to ten.	K.CC.4b. 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.
PK.CC.4c. (Begins in Kindergarten or when individual child is ready)	K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.
PK.CC.5. With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	K.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 1–20, count out that many objects.
Compare numbers	Compare numbers
PK.CC.6. Use comparative language, such as <i>more/less than</i> or <i>equal to</i> , to compare and describe collections of objects by matching.	K.CC.6. 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.
PK.CC.7. (Begins in Kindergarten or when individual child is ready).	K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

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Operations and Algebraic Thinking	Operations and Algebraic Thinking
<i>Understand additional as putting together and adding to, and understand subtraction as taking apart and taking away.</i>	<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</i>
PK.OA.1. Represent real-world addition (putting together), and subtraction (taking away) problems up through five with concrete objects or by acting out situations.	K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
PK.OA.2. Solve addition and subtraction problems using objects for problems up through five.	K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
PK.OA.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).	K.OA.3. 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 $5 = 4 + 1$).
PK.OA.4. (Begins in Kindergarten or when individual child is ready)	K.OA.4. 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.
PK.OA.5. (Begins in Kindergarten or when individual child is ready)	K.OA.5. Fluently add and subtract within 5.

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Number and Operations in Base Ten (Begins in Kindergarten)	Number and Operations in Base Ten (Begins in Kindergarten)
Measurement and Data	Measurement and Data
<i>Describe and compare measureable attributes</i>	<i>Describe and compare measureable attributes</i>
PK.MD.1. Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
PK.MD.2. Explore the concept of measurement to 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).	K.MD.2. 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
<i>Classify objects and count the number of objects in each category</i>	<i>Classify objects and count the number of objects in each category.</i>
PK.MD.3. Sort, categorize, and classify objects by more than one attribute.	K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 3.

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Geometry	Geometry
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</i>	<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>
PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i>).	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
PK.G.2. Identify several basic shapes.	K.G.2. Correctly name shapes regardless of their orientations or overall size.
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</i>	<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>
PK.G.3. With guidance and support, explore the attributes of two- and three- dimensional shapes.	K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).
<i>Analyze, compare, create, and compose shapes</i>	<i>Analyze, compare, create, and compose shapes.</i>
PK.G.4. With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ____ and shapes that are not ____.	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
PK.G.5. Identify shapes in the real world environment.	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e., two right triangles of the same size put together would make a rectangle).	K.G.6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>