Year at a Glance: Math - Kindergarten Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a conce	pt. WALT (To) indicates a skill.											
			Unit 1 Number Concepts and		Unit 2			Unit 3			Unit 4	
Key	Focus - Explicit Instruction and Assessment							Count. C	ompose and	Represent Number		
	Revisited and Reinforced		Counti	Counting to 10		Subtraction		Numbers			with Shapes	
	Not Addressed in the Unit											
NJSLS	SLO	Units	1A 1B		2A	2B	2C	3A	3B	3C	4A	4B
COUNTING and CARDINALITY												
	WALT count by ones to 10	1										
	WALT count by ones to 20	2										
K.CC.A.1	WALT count by ones to 50	3										
Count to 100 by ones and by tens.	WALT count by ones to 100	4										
	WALT count by tens to 50	3										
	WALT count by tens to 100	4										
	WALT count on from a number other than 1 to 10	1										
K.CC.A.2	WALT count on from a number other than 1 up to 20	2										
Count forward beginning from a given number within the known sequence (instead of having to begin at 1.	WALT count on from a number other than 1 to 50	3										
	WALT count on from a number other than 1 to 100	4										
K.CC.A.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).	WALT write numbers 0 to 10	1							-			
	WALT represent a number of objects with a written number from 1 through 10	1										
	WALT zero represents a count of no objects	1										
	WALT write numbers 0 through 20	2										
	WALT represent the number of objects with a written number from 0 through 20	2										
	WALT when counting each chiest is paired with only one number name	1 2 2										
K.CC.B.4a	WALT when counting, each object is parted with only one number name	1, 2, 3										
Understand the relationship between numbers and quantities; connect counting to cardinality.	counting	1										
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each	WALT say the number name for each object in a group up to 20 objects when	23										
number name with one and only one object.	counting	2, 0										
K CC P 4 b	WALT when counting a set of objects up to 10, the last number tells the total	1										
Understand the relationship between numbers and quantities; connect	WALT after counting a set of objects up to 10, the total is the same even when	1										
counting to cardinality. b. Understand that the last number name said tells the number of	WALT when counting a set of objects up to 20, the last number tells the total	2, 3										
objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	WALT after counting a set of objects up to 20, the total is the same even when the arrangement or order is changed	2, 3										
K.CC.B.4.c	WALT when given a number between 0 and 10 the next number is one larger	1										
Understand the relationship between numbers and quantities; connect												
counting to cardinality. c. Understand that each successive number name refers to a quantity	WAL1 when given a number between 0 and 20, the next number is one larger than the given number	2, 3										
that is one larger.												
K.CC.B.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.	WALT count out the correct number of objects when given a number up to 10	1										
	WALT answer "how many" questions about a group of objects up to 10 in a line,	1										
	WALT count out the correct number of objects when given a number up to 20	2										
	WALT answer "how many" questions about groups of objects up to 20 in a line,	3										
	WALT answer "how many" questions about a group of up to 10 objects in a	2									L	
	answer "how many" questions about groups of objects up to 20 in a line, rectangular array, and circle by counting	2										
K.CC.C.6	WALT equal means the same amount	2, 3										

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			Uı	Unit 1		Unit 2			Unit 3			it 4
Kay	Focus - Explicit Instruction and Assessment		Number C	Number Concepts and Counting to 10		Counting to 20, Addition and Subtraction			ompose and	Compare	Represent	Number nd Model
Kty	Revisited and Reinforced		Counti						Numbers			hapes
	Not Addressed in the Unit											
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	4A	4B
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.	WALT identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups	2, 3										
	I			1			1			1	1	
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	WALT compare two written numbers between 1 and 10	2, 3										
OPERATIONS and ALGEBRAIC THINKING												
	WALT represent addition within 5 in a variety of ways (e.g. objects fingers	1							1			
K.OA.A.1	WALT represent subtraction within 5 in a variety of ways (e.g., objects, fingers	1										
Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	WALT represent addition within 10 with objects fingers mental images	2										
	WALT represent subtraction within 10 with objects, fingers, mental images,	2										
	milit represent ductuation militario militogena, migero, mentari mageo,	-										
K.OA.A.2	WALT represent addition and subtraction word problems within 10 using objects, drawings	2										
within 10, e.g., by using objects or drawings to represent the problem.	WALT solve addition and subtraction word problems within 10	2, 3, 4										
	WALT decompose numbers less than or equal to 5 in pairs e.g. by using objects	2		1	1			1				
KOAA2	WALT record the decomposition of numbers less than or equal to 5 in pairs with	2										
K.UA.A.3 Decompose numbers less than or equal to 10 into pairs in more than	WALT decompose numbers less than or equal to 5 in pairs in more than one way	2										
one way, e.g., by using objects or drawings, and record each decomposition by a drawing or countien (e.g., $5 = 2 + 3$ and $5 = 4 + 3$	WALT decompose numbers less than or equal to 10 in pairs e.g. by using objects	3.4										
the composition by a drawing of equation (e.g., $5-2+5$ and $5-4+1$).	WALT record the decomposition of numbers less than or equal to 10 in pairs	3.4										
	WALT decompose numbers less than or equal to 10 in pairs in more than one	3,4										
				1		1						
K.OA.A.4	(e.g. using objects or drawings)	3, 4										
added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	WALT record the numbers that make 10 with a drawing or equation	3, 4										
K O A A 5	WALT represent addition and subtraction within 5 using objects, pictures.	2.3										
Demonstrate fluency for addition and subtraction within 5.	WALT represent addition and subtraction within 5 with accuracy and efficiency	4										
		DIGE						,				
NUMBERS and OPERATIONS in BASE TEN												
	WALT compose ten ones and some further ones (e.g. using objects or drawings) into numbers 11 to 19 and record it with a drawing or equation	3										
 K.NBT.A.1 A. Work with numbers 11–19 to gain foundations for place value. 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 	WALT decompose numbers 11 to 19 into ten ones and some further ones (e.g. using objects or drawings) and record it with a drawing or equation	3										
	WALT the numbers 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones	3										
	WALT compose and record numbers from 11 to 19 into a ten and some further ones (e.g. using objects or drawings)	4										
	WALT decompose and record numbers 11 to 19 into a ten and some further ones (e.g. using objects or drawings)	4										

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Key			Unit 1 Number Concepts and Counting to 10			Unit 2			Unit 3		Un	ht 4
	Focus - Explicit Instruction and Assessment				Counting to 20, Addition and Subtraction			Count, Compose and Compare Numbers			Represent Concepts a	t Number and Model
	Revisited and Reinforced										with Shapes	
		I Insida	1.4	1 B	24	2B	20	31	3B	30	4.4	4B
TUBLS	SLU	Units	14	10	24	20	20	JA	515	30	-1/1	
	five, six, seven, eight, or nine ones	4										
MEASUREMENT and DATA												
	WALT objects have measurable attributes, such as length or weight.	4										
K.MD.A.1 A. Describe and compare measurable attributes. 1. Describe measurable attributes of objects, such as length or weight.	WALT describe measurable attributes of objects, such as length or weight.	4										
Describe several measurable attributes of a single object.	WALT describe several measurable attributes of a single object	4										
 K.MD.A.2 A. 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. 	WALT compare two objects that share a measurable attribute to see which object has "more of"/" less of" the attribute	4										
	WALT describe the difference between two objects that share the same measurable attribute**	4										
V MD B 2	WALT classify objects into given categories	2, 3										
 B. 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. 	WALT count the number of objects in each category (up to 10) and sort the categories by their count**	2										
	WALT count the number of objects in a category and sort the categories of objects by their count	3										
	GEOMETRY											
	WALT identify squares, circles, triangles, rectangles, and hexagons	1									ſ	
	WALT describe the attributes of squares, circles, triangles, rectangles, and hexagons	1										
K G A 1	WALT Identify cubes, cones, cylinders and spheres	2									ľ	
A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	WALT describe the attributes of cubes, cones, cylinders and spheres	2										
 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, <u>beside</u>, in front of, behind, and next to. 	WALT describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons)	1										
	WALT describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	2									ľ	
	WALT describe the positions of objects in the environment using words such as above, below, beside, in front of, behind, and next to	1										
K.G.A.2 A. Identify and describe shapes (squares, circles, triangles, rectangles,	WALT the name of a shape does not change when orientation and size change	1										
	WALT correctly name squares, circles, triangles, rectangles and hexagons of different sizes and orientations	1										

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			Unit 1 Number Concepts and Counting to 10		Unit 2 Counting to 20, Addition and Subtraction			Unit 3 Count, Compose and Compare Numbers			Uni	it 4
Key	Focus - Explicit Instruction and Assessment										Represent Number Concepts and Model with Shapes	
	Revisited and Reinforced											
	Not Addressed in the Unit											
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3 C	4A	4B
hexagons, cubes, cones, cylinders, and spheres). 2. Correctly name shapes regardless of their orientations or overall size.	WALT orientation and size do not change the shape (cubes, cones, cylinders and spheres)	2										
	WALT correctly name cubes, cones, cylinders, and spheres	2										
K.G.A.3 A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	WALT two-dimensional shapes are "flat" (lying in a plane)	2										
	WALT three-dimensional shapes are "solid"	2										
	WALT identify shapes as two-dimensional or three-dimensional	2										
	WALT describe the parts of two and three dimensional shapes (e.g. number of	2	1				1	1	1			
	WALT compare by describing similarities differences parts and other attributes	3 /										
K G B 4	WALT compare by describing similarities, differences, parts, and other attributes	3,4										
B. Analyze, compare, create, and compose shapes.	WALT analyze two- and three-unitensional shapes in uniterent sizes and	4										
 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations using informal language to describe 	WALT a vertex of conter is where two sides meet	4										
their similarities, differences, parts (e.g., number of sides and vertices/	WALT the length of sides is an important attribute when naming shapes	4										
corners) and other autibutes (e.g., having sides of equal length).	WALT identify and describe sides of shapes using informal language	4										
	WALT analyze and describe the attributes of two dimensional shapes (e.g.	4										
								I				
K.G.B.5 B. Analyze, compare, create, and compose shapes. 5. Model shapes in the world by building shapes from components (e. g., sticks and clay balls) and drawing shapes.	WALT model shapes in the world by building shapes from components (e.g.	4										
	WALT model shapes in the world by drawing shapes	4										
							1	1	1		I	
K.G.B.6 B. Analyze, compare, create, and compose shapes. 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	WALT simple shapes can join to compose larger shapes**	4										
	WALT compose simple shapes to form larger shapes**	4										