



## Considerations for Aligning Early Grades Curriculum with the Common Core

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### INFORMATION REQUEST

**This state’s department of education requested assistance in developing a tool to assist with cross walking the Common Core State Standards (CCSS) Math and English Language Arts with their state’s Kindergarten 1/2 day program CCSS Pacing Guide Grade Level Standards to transition with the CCSS.**

#### State’s Goal

**This state’s department of education staff and stakeholders are working to provide guidance to districts and schools regarding the core competencies that aligned across ages/grades and address all domains of development key to children’s learning and success in school. An immediate goal is to inform the revision of Kindergarten Core Competencies to ensure alignment with the Common Core Standards.**

#### What We Know

Assessments of the degree of alignment between standards address either the vertical alignment between age groups (i.e. Kindergarten through third grade) or the horizontal alignment within one age group (i.e. standards for specific programs serving the same age group). Approaches to an assessment of alignment can include a basic cross-walk of relevant standards or a “high complexity analysis,” typically conducted by researchers or content experts.

#### Background and Context

A few months before the request, the state department of education developed a 1/2 day Kindergarten program CCSS Pacing Guide Grade Level Standards to transition with the CCSS. Recognizing the importance of ensuring alignment and coordination of all standards that apply to all Kindergarten-aged children, state staff requested a systematic review of the pacing guide to ensure it aligns with the CCSS

#### Methodology

CEELO staff reviewed the Math and English Language Arts sections of the Kindergarten 1/2 day program CCSS Pacing Guide Grade Level Standards to transition with the CCSS and listed each item in the guide in a template. CELO staff systematically examined the Common Core Mathematics and English Language Arts documents and listed standards aligned with each of the items in the pacing guide. Separately, we listed items that were not explicitly covered in the pacing guide.

A review of standards alignment generally considers the following:

- **Balance:** Are the number/percentage of items across multiple domains of development relatively consistent?
- **Coverage:** Are all the key domains of learning and development addressed in the standards?
- **Depth:** Do the standards and indicators within each domain sufficiently address needed skills?
- **Difficulty:** Are the items across standards at a similar level of cognitive or developmental demand?
- **Age range:** Are standards taking into account differences among infants, toddlers, preschoolers, kindergarteners and elementary school-aged children? Are standards reflecting what is known about children’s developmental learning trajectories?

Most states are using a process that incorporates the current research on how children learn and develop, when available, and recognizes professional judgment and consensus among stakeholders intended to use the standards to answer the above questions.

### What this information means

We developed templates as an aid to state leaders and the revision team to provide side-by-side comparisons of standards and individual items listed in the Pacing Guides. This information is intended as a first step in the cross-walk to illustrate commonalities, gaps, and areas for further research, professional judgment, and stakeholder input.

When reviewing the information in the cross-walk, CEELo advises that the revision team consider the questions outlined at the beginning of the document regarding balance, coverage, depth, difficulty, and age range. We also recommend that the revision team consider that:

- **The goal of the cross-walk is not to see a 1-1 match across standards or indicators, whether horizontally or vertically.** Standards that are of high quality are based on the most current research regarding children’s learning and development and present a cohesive set of skills and knowledge to teachers and parents, regardless of setting, and across ages/grades. It is expected that as children age, more attention to the cognitive domains may be seen in standards, while recognizing research that indicates the importance of noncognitive skills throughout development (including social and emotional and executive function).
- **Researchers recommend beginning the crosswalk from the youngest age so as not to inadvertently push down inappropriate standards.** The CCSS for Kindergarten are benchmarks for the *end of kindergarten*, and therefore, it is important to ensure that the alignment across ages addressed in standards represents a developmentally appropriate learning trajectory from birth through third grade.
- **From the beginning of the revision process, consider implications for implementation, professional development, training, assessment and other quality improvement systems.** Standards are one component of a comprehensive early childhood system, and many other elements align with the standards, including curriculum and assessment. It helps to have a good

understanding of how the upcoming revision will both build on effective efforts and trigger changes in other elements of the system.

## Next Steps

After a review of the information presented in this document and the resources below, we recommended that the State Department of Education staff schedule a call to discuss questions and to additional technical assistance needs. We recommended that state personnel further review and refine the crosswalk document through a rigorous process of engaging national experts and local stakeholders.

## Resources and Links

### [ASCD and Common Core State Standards Resources](#)

ASCD provides a list of resources, tools and professional development opportunities and guides to assist in the alignment of the common core with existing standards. The site includes up to date resources provided by states and experts as well as tools developed by the organization.

### [Common Core State Standards Initiative](#)

The National Governor's Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) provide the standards, resources, and an update on states that have adopted the standards.

### [Early Learning and Development Standards Resources](#)

This website is a collection of resources intended to inform state decision-makers on the key decisions and considerations in standards development and alignment. Developed by Sharon Lynn Kagan and Catherine Scott-Little, researchers with vast experience in standards development, revision, and alignment, as well as implications for curriculum and assessment, and professional development. Although the focus is the development of early learning standards, information about the revision process to ensure developmentally appropriate standards is relevant for revising Kindergarten through grade three standards.

[State Early Learning Standards: Lessons from Applying Implementation Research](#) (Bridge Webinar, sponsored by CEELo and the Northeast and Islands Regional Education Laboratory on April 24, 2013) This webinar discussed issues related to implementation of standards that will be helpful for the team to consider. Catherine Scott-Little addressed quality of standards and approaches states are taking to revise and align standards.

**COMMON CORE STATE STANDARDS (CCSS) CROSSWALKS**

CEELO staff reviewed the state’s Kindergarten Standards and developed the crosswalks below to illustrate alignment and gaps. Table 1 illustrates alignment and gaps broad categories in and Table 2 presents the crosswalk comparing Kindergarten Standards and English Language Arts standards. Table 3 presents the broad categories and Table 4 presents the detailed crosswalk comparing Kindergarten Standards with the Mathematics standards.

**Kindergarten Standards and Common Core English Language (ELA) Arts Standards**

The CCSS and the state’s Kindergarten Standards for ELA differ in terms of the number of categories, the state lists three and the Common Core lists four (See Table 1). While many of the standards and standards are similar, the terms are slightly different. Moreover, an analysis of items reveals some gaps and opportunities.

**Figure 1 State’s Kindergarten Standards and Common Core English Language Arts Standards**

State’s Kindergarten Standards	Common Core State Standards (CCSS)
<p><u>Language Arts</u> contain four main categories:</p> <ul style="list-style-type: none"> <li>• Reading                             <ul style="list-style-type: none"> <li>○ Literature</li> <li>○ Informational Text</li> <li>○ Foundational Text</li> </ul> </li> <li>• Writing</li> <li>• Speaking and listening</li> <li>• Language</li> </ul>	<p><u>Language Arts</u> contain three main strands:</p> <ul style="list-style-type: none"> <li>• Reading Foundations, Viewing</li> <li>• Written Expression</li> <li>• Listening and Speaking</li> </ul>

**Figure 2 Kindergarten Standards and Language Arts Crosswalk**

Common Core State Standards (CCSS)	State’s Kindergarten Standards
<b>Reading: Literature</b>	
<b>Key Ideas and Details</b>	
With prompting and support, ask and answer questions about key details in a text. (RL.K.1)	With prompting and support <ul style="list-style-type: none"> <li>• ask and answer questions about key details in a text</li> </ul>
With prompting and support, retell familiar stories, including key details. (RL.K.2)	Develops comprehension strategies <ul style="list-style-type: none"> <li>• retells story or parts of story from memory with key details</li> </ul>
With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)	With prompting and support <ul style="list-style-type: none"> <li>• describe the connection between two individuals events, ideas, or pieces of information in a text</li> </ul> Develops comprehension strategies <ul style="list-style-type: none"> <li>• becomes familiar with character and setting</li> </ul>
<b>Craft and Structure</b>	
Ask and answer questions about unknown words in a text. (RL.K.4)	Begins to develop strategies for reading simple, predictable text using picture clues, phonics, and context clues With prompting and support

Common Core State Standards (CCSS)	State’s Kindergarten Standards
	<ul style="list-style-type: none"> <li>ask and answer questions about unknown words in a text</li> </ul>
Recognize common types of texts (e.g., storybooks, poems). (RL.K.5)	With prompting and support identify basic similarities in and differences between two texts on the same topic
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b>Integration of Knowledge and Ideas</b>	
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7)	
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)	Develops comprehension strategies <ul style="list-style-type: none"> <li>Draws conclusions and makes judgments about stories</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
Actively engage in group reading activities with purpose and understanding. (RL.K.10)	Develops comprehension strategies <ul style="list-style-type: none"> <li>Explores a variety of authors, illustrators, and genres</li> </ul>
<b>Reading: Informational Text</b>	
<b>Key Ideas and Details</b>	
With prompting and support, ask and answer questions about key details in a text. (RI.K.1)	With prompting and support ask and answer questions about key details in a text
With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)	With prompting and support <ul style="list-style-type: none"> <li>ask and answer questions about key details in a text</li> <li>identify the reasons an author gives to support points in a text</li> </ul>
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)	With prompting and support describe the connection between two individuals events, ideas, or pieces of information in a text
<b>Craft and Structure</b>	
With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)	Begins to develop strategies for reading simple, predictable text using picture clues, phonics, and context clues
Identify the front cover, back cover, and title page of a book. (RI.K.5)	Identify the front cover, back cover and title page of a book.
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b>Integration of Knowledge and Ideas</b>	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)	
With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8 )	With prompting and support identify the reasons an author gives to support points in a text

Common Core State Standards (CCSS)	State’s Kindergarten Standards
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)	With prompting and support identify basic similarities in and differences between two texts on the same topic
<b>Range of Reading and Level of Text Complexity</b>	
Actively engage in group reading activities with purpose and understanding. (RI.K.10)	Actively engage in group reading activities with purpose and understanding.
<b>Reading: Foundational Skills</b>	
<b>Print Concepts</b>	
Demonstrate understanding of the organization and basic features of print (RF.K.1)	Understands that print contains a message
a) Follow words from left to right, top to bottom, and page by page.	Demonstrates an understanding of the organization of print – left to right, top to bottom, page by page.
b) Recognize that spoken words are represented in written language by specific sequences of letters.	Understands that print contains a message
c) Understand that words are separated by spaces in print.	Understands that words are separated by spaces in print
d) Recognize and name all upper- and lowercase letters of the alphabet.	Recognizes alphabet and names all upper and lowercase letters of the alphabet.
<b>Phonological Awareness</b>	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)	Develops letter-sound associations Understands that print contains a message Know and apply grade-level phonics and word analysis skills in decoding words
a) Recognize and produce rhyming words.	Above + Identifies rhyming words – recognizes rhyming pairs and can produce rhyming words.
b) Count, pronounce, blend, and segment syllables in spoken words.	
c) Blend and segment onsets and rimes of single-syllable spoken words.	
d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)	Isolate and pronounce initial, medial, vowel and final sounds in three phoneme cvc words (Under “Speaking”)
e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Add or substitute individual sounds in simple, one-syllable words to make new words. (Under “Speaking & Listening”)
<b>Phonics and Word Recognition</b>	
Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3)	Know and apply grade-level phonics and word analysis skills in decoding words
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Develops letter-sound associations
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Develops letter-sound associations
Read common high-frequency words by sight (e.g., the, of,	Sight Word Vocabulary – the, of, to, you, she, my,

Common Core State Standards (CCSS)	State’s Kindergarten Standards
to, you, she, my, is, are, do, does). (RF.K.3c)	is, are, do, does
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Develops letter-sound associations
<b>Fluency</b>	
Read emergent-reader texts with purpose and understanding. (RF.K.4)	Read emergent-reader texts with purpose and understanding.
<b>Writing</b>	
<b>Text Types and Purposes</b>	
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (W.K.1)	Using a combination of drawing, dictating and writing <ul style="list-style-type: none"> <li>• Compose an opinion piece in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book. My favorite book is_____</li> </ul>
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)	Using a combination of drawing, dictating and writing <ul style="list-style-type: none"> <li>• Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> </ul>
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)	Using a combination of drawing, dictating and writing <ul style="list-style-type: none"> <li>• Narrate a single event or several loosely linked events, tell the events in the order in which they occurred, and provide a reaction to what happened.</li> </ul>
<b>Production and Distribution of Writing</b>	
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)	
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)	
<b>Research to Build and Present Knowledge</b>	
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)	
<b>Speaking</b>	
<b>Comprehension and Collaboration</b>	
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1) a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and	Participates in collaborative conversation with diverse partners Continues conversation through multiple exchanges using agreed upon rules for discussions

Common Core State Standards (CCSS)	State’s Kindergarten Standards
<p>texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p>	<p>Participates in large and small group discussion</p> <p>Listens and speaks at appropriate times</p> <p>Responds appropriately</p> <p>Listens attentively to stories</p> <p>Participates in storytelling and interpretation of stories</p>
<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)</p>	
<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)</p>	
<p>Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)</p>	
<p>Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)</p>	<p>Speaks audibly and expresses thoughts, feelings and ideas clearly</p>
<p><b>Language</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)</p>	<p>Uses developmental spelling</p> <p>Practices letter formation and directional/spatial conventions of print</p>
<p>a) Print many upper- and lowercase letters.</p>	
<p>b) Use frequently occurring nouns and verbs.</p>	
<p>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	
<p>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	
<p>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	
<p>f) Produce and expand complete sentences in shared language activities.</p>	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)</p>	<p>Demonstrates command of Standard English grammar such as capitalization, punctuation and spelling when writing</p>
<p>a) Capitalize the first word in a sentence and the pronoun I</p>	<p>Demonstrates command of Standard English grammar such as capitalization, punctuation and spelling when writing</p>
<p>b) Recognize and name end punctuation.</p>	<p>Demonstrates command of Standard English grammar such as capitalization, punctuation and spelling when writing</p>
<p>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>Demonstrates command of Standard English grammar such as capitalization, punctuation and spelling when writing</p>

Common Core State Standards (CCSS)	State’s Kindergarten Standards
d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Demonstrates command of Standard English grammar such as capitalization, punctuation and spelling when writing
<b>Vocabulary Acquisition and Use</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)	Uses developmental spelling Practices letter formation and directional/spatial conventions of print
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)	
a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	
b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	
With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)	
c) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
d) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
e) Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
f) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	With guidance from adults, explore word relationships and nuances in word meanings such as shades of meaning among verbs describing the same general action by acting out the meanings (walk, march, strut, prance).
Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)	
<b>In the States’ standards, but not in CCSS</b>	
	Reads pattern books from memory Becomes familiar with environmental print Develops comprehension strategies Makes predictions about stories Speaks in sentences to express ideas Participates in dramatic play Describes objects and pictures Listens to and follows oral directions Demonstrates awareness of rhyme and rhythm in language through songs, stories, and poetry

**Mathematics Crosswalk: Common Core State Standards and Kindergarten Standards**

The CCSS and the States’ Standards for math are both split into five main categories (See Table 3), two of which are the same. While many of the standards/standards are similar, they are at times categorized differently, see Chart 4 for a crosswalk.

**Figure 3 Kindergarten Standards and CCSS Math Crosswalk**

Common Core State Standards (CCSS)	State’s Kindergarten Standards
<p><u>Mathematics</u> contain five main categories:</p> <ul style="list-style-type: none"> <li>• Counting &amp; Cardinality</li> <li>• Operations &amp; Algebraic Thinking</li> <li>• Number &amp; Operations in Base Ten</li> <li>• Measurement &amp; Data</li> <li>• Geometry</li> </ul>	<p><u>Mathematics</u> contain five main categories:</p> <ul style="list-style-type: none"> <li>• Number Sense &amp; Operations (Counting and Cardinality)</li> <li>• Measurement</li> <li>• Algebra</li> <li>• Geometry</li> <li>• Statistics and Probability</li> </ul> <p>Note: The same standard/standards may exist in both CCSS and the State’s Standards, however they may be in different categories. The color system indicates which category the standards falls under in the state.</p>

**Figure 4 Crosswalk between CCSS and State Standards (K)**

Common Core State Standards (CCSS)	State’s Kindergarten Standards
<b>Counting and Cardinality</b>	
<b>Know number names and the count sequence</b>	
Count to 100 by ones and by tens. (K.CC.A.1)	Counts to 100 by ones and tens.
Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.A.2)	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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). (K.CC.A.3)	Writes numbers from 0 - 20 Demonstrates one to one correspondence - represent a number of objects with a written numeral 0 – 20 Recognizes whole numbers 0 to 20 Places numbers in sequential order from 0 to 20
<b>Count to tell the number of objects</b>	
Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.B.4)	
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. (K.CC.B.4a)	Explores place value through counting and tally marks
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. (K.CC.B.4b)	

Common Core State Standards (CCSS)	State’s Kindergarten Standards
Understand that each successive number name refers to a quantity that is one larger. (K.CC.B.4c)	Understands number meanings (understands each successive number refers to quantity that is one larger)
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. (K.CC.B.5)	Count to answer “how many” questions
<b>Compare numbers</b>	
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 (K.CC.C.6 1)	Explores greater than, less than, and equal to the number of objects in another group by matching or counting
Compare two numbers between 1 and 10 presented as written numerals (K.CC.C.7)	Compares numbers Compare two numbers between 1 and 10 presented as written numerals.
<b>Operations and Algebraic Thinking</b>	
<b>Understand addition, and understand subtraction</b>	
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.A.1)	Combines and subtracts two simple sets using manipulatives Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.A.2)	Explores operations for problem solving Solve addition and subtraction word problems; add and subtract within 10 by using objects or drawings to represent the problem
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 $5 = 4 + 1$ ). (K.OA.A.3)	Explores operations for problem solving Decompose numbers less than or equal to 10 into pairs in more than one way by using objects, drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).
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. (K.OA.A.4)	Explores operations for problem solving For any number 1 to 9, find the number that makes 10 when added to the given number, by using objects or drawings and record the answer with a drawing or equation.
Fluently add and subtract within 5. (K.OA.A.5)	Fluently add and subtract within 5.
<b>Number and Operations in Base Ten</b>	
<b>Work with numbers 11-19 to gain foundations for place value</b>	
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 (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.A.1)	Works with numbers 11 – 19 to gain foundations for place value Compose and decompose numbers from 11-19 into ten ones and some further ones by using objects or drawings

Common Core State Standards (CCSS)	State’s Kindergarten Standards
<b>Measurement and Data</b>	
<b>Describe and compare measurable attributes</b>	
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.A.1)	Describe several measurable attributes of a single object
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. (K.MD.A.2)	Directly compare two objects with a measurable attribute in common to see which has “more of/less of” an attribute and describe the difference. Describe the heights of two children and describe one as taller/shorter. Demonstrates awareness of size Orders objects according to length, weight, and capacity
<b>Classify objects and count the number of objects in each category</b>	
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.B.3)	
<b>Geometry</b>	
<b>Identify and describe shapes</b>	
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. (K.G.A.1)	Recognizes basic shapes Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres). Uses concrete materials to show spatial relationships Uses terms such as above, beside, over, under, below, next to, in front of and between Sorts and compares objects according to attributes.
Correctly name shapes regardless of their orientations or overall size. (K.G.A.2)	Correctly name shapes regardless of their orientation or overall size Explores vertical and horizontal orientation of objects
Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.A.3)	Identify shapes as two-dimensional (lying in a plane) or three-dimensional (flat/solid)
<b>Analyze, compare, create, and compose shapes</b>	
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). (K.G.B.4)	Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5)	Models shapes in the world by building shapes from components (blocks, sticks, clay) and drawing shapes

Common Core State Standards (CCSS)	State’s Kindergarten Standards
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> (K.G.B.6)	Compose simple shapes to form larger shapes
<b>In the States’ Standards but not CCSS</b>	
	Explores ordinal numbers Sequences a variety of objects to explore numbers through 20 or beyond Understands the concept of sets Develops a sense of time: day, month, year, yesterday, today, tomorrow, days of the week, & seasons Explores basic coins and bills Recognizes, extends, and creates patterns that repeat Describes patterns Uses manipulatives to create patterns with color, size, shape, objects, sounds (e.g. claps), expression and equations Begins to develop a variety of estimation skills and strategies Discusses the certainty and uncertainty of simple events - predictions Represents data using manipulatives Sorts and organizes objects by two attributes Creates pictograph for quantities up to 10

**ABOUT CEELO:**

One of 22 Comprehensive Centers funded by the U.S. Department of Education’s Office of Elementary and Secondary Education, the Center on Enhancing Early Learning Outcomes (CEELO) will strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes. CEELO will work in partnership with SEAs, state and local early childhood leaders, and other federal and national technical assistance (TA) providers to promote innovation and accountability.

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