

READY! for Kindergarten™: Correlation to the Common Core State Standards



This document aligns the Common Core State Standards for **Mathematics** (Kindergarten) with the *READY! for Kindergarten* Age Level Targets ©*.

Developmental Milestones and Targets Guide Parents

What should a typical five-year-old child be familiar with when he or she starts school? What can you expect to teach an infant during the first year? *READY! for Kindergarten*™ uses child development milestones to break down skills by age so parents can guide their children in pre-kindergarten learning. No matter when you join the *READY!* program, we help you focus on the progression of interconnected skills your child needs from birth to five years.

We cover three broad categories in our *READY!* lessons

1. Language and Literacy
2. Math and Reasoning
3. Social and Emotional

Even 10 Minutes a Day, Every Day, Ensures Success

READY!'s early learning program encourages parents to view the targets with a fluid attitude. These child development targets are not to be learned in a week, but are development milestones to aim for in the year ahead. If a child excels in one area, but falls behind in another, we remind parents that children develop skills at different rates. One child may be eager to play number games and another may want to listen to books. Let the child set the pace, and let the targets be a guide. *READY!* emphasizes maintaining a positive learning environment and building social and emotional well-being over mastering skills.

Alignment with State Common Core Standards

The *READY! for Kindergarten* Age Level Targets focus on the early learning skills identified by research as having the highest correlation to success in school and align with the [Common Core State Standards Initiative](#) that 44 states have adopted. Educators appreciate that standards are being met; parents appreciate the simplicity and clearness of the targets.

Order [READY! for Kindergarten's Age Level Targets poster](#) © to learn about the 26 measurable skills.

Acknowledgement

This correlation was developed by The Children's Reading Foundation®. We wish to acknowledge the expertise of Laurie Sjolund, Early Learning Coordinator, Sumner School District (WA) who researched and prepared this document.

References

Kerr, N., Fielding, L., Easton, J., Halliday, S., & Kostorowski, T. (2011). *READY for Kindergarten*. Kennewick, WA: International Children's Reading Foundation.

READY! For Kindergarten

Correlation to the Common Core State Standards in Mathematics

Common Core State Standard - Kindergarten

READY! For Kindergarten

Age Level Targets - 4-5 year olds

Counting and Cardinality

Know number names and the count sequence.	K.CC.1 Count to 100 by ones and by tens.	13. Counting: I count in order to 20.
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	13. Counting: I count in order to 20.
	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).	14. Matching Number Shapes: I match number shapes (numerals) from 1-12. 15. Copying and Tracing: I copy, trace and/or draw letters, numbers, and two-dimensional shapes.
Count to tell the number of objects.	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	19. Adding-Subtracting: I recognize numbers and quantities to 10.
	K.CC.4.a 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.4.b 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.4.c Understand that each successive number name refers to a quantity that is one larger.	
	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.	19. Adding-Subtracting: I recognize numbers and quantities to 10.
Compare numbers.	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. (Include groups with up to ten objects.).	19. Adding-Subtracting: I accurately use greater than, less than, and equal to.
	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	19. Adding-Subtracting: I recognize numbers and quantities to 10.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1 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.	19. Adding-Subtracting: I can do simple addition and subtraction with objects.
	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.	19. Adding-Subtracting: I can do simple addition and subtraction with objects.
	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 $5 = 4 + 1$).	19. Adding-Subtracting: I can do simple addition and subtraction with objects.
	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.	19. Adding-Subtracting: I can do simple addition and subtraction with objects.
	K.OA.5 Fluently add and subtract within 5.	19. Adding-Subtracting: I can do simple addition and subtraction with objects.

READY! For Kindergarten

Correlation to the Common Core State Standards in Mathematics

<i>Common Core State Standard - Kindergarten</i>		READY! For Kindergarten Age Level Targets - 4-5 year olds
Number and Operations in Base Ten		
Work with numbers 11-19 to gain foundations for place value.	K.NBT.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 (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.	19. Adding-Subtracting: I recognize numbers and quantities to 10. I accurately use greater than, less than, and equal to. I can do simple addition and subtraction with objects.
Measurement and Data		
Describe and compare measurable attributes.	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	18. Sorting Items: I name and sort objects by color, shape, and size. I match items that go together.
	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. For example, directly compare the heights of two children and describe one child as taller/shorter.	19. Adding-Subtracting: I accurately use greater than, less than, and equal to. 18. Sorting Items: I name and sort objects by color, shape, and size. I match items that go together.
Classify objects and count the number of objects in each category.	K.MD.3 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.)	18. Sorting Items: I name and sort objects by color, shape, and size. I match items that go together.
Geometry		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.1 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.	16. Geometric Shapes: I match and name shapes (line, curve, circle, square, rectangle, triangle, diamond (rhombus), oval (ellipse), pentagon, octagon, star, heart, cube, sphere, cylinder).
	K.G.2 Correctly name shapes regardless of their orientations or overall size.	16. Geometric Shapes: I match and name shapes (line, curve, circle, square, rectangle, triangle, diamond (rhombus), oval (ellipse), pentagon, octagon, star, heart, cube, sphere, cylinder).
	K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	16. Geometric Shapes: I match and name shapes (line, curve, circle, square, rectangle, triangle, diamond (rhombus), oval (ellipse), pentagon, octagon, star, heart, cube, sphere, cylinder).
Analyze, compare, create, and compose shapes.	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).	16. Geometric Shapes: I match and name shapes (line, curve, circle, square, rectangle, triangle, diamond (rhombus), oval (ellipse), pentagon, octagon, star, heart, cube, sphere, cylinder).
	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	15. Copying and Tracing: I copy, trace and/or draw letters, numbers, and two-dimensional shapes.
	K.G.6 Compose simple shapes to form larger shapes. For example, “can you join these two triangles with full sides touching to make a rectangle?”	16. Geometric Shapes: I match and name shapes (line, curve, circle, square, rectangle, triangle, diamond (rhombus), oval (ellipse), pentagon, octagon, star, heart, cube, sphere, cylinder).