Kinder Saxon Math CCSS —Blueprint Summary

All standards, even if tested in more formal ways, should be formatively assessed (FA) during instruction.

See Key below

			1	2	3	
			2013-2014 CC Sax B 1	2013-2014 CC Sax B 2	2013-2014 CC Sax B 3	WHERE ASSESSED
		Yr #	# Items	# Items	# Items	See Key Below
Introduction	Introduction	41	11	13	17	
MA.K.1	Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 - 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combines sets, or counting the number of objects that remain in a set after some are taken away.					

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MA.K.2	Students ddescribe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylnders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.					
MA.K.CC	COUNTING AND CARDINALITY					
MA.K.CC.A	**Know number names and the count sequence.**					
MA.K.CC.A.1	Count to 100 by ones and tens.	3	1 (to 10)	1 (to 20)	1 (to 20)	B 1, 2, 3
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).					FA
MA.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).					FA
MA.K.CC.B	**Count to tell the number of objects.**	1	1 ER			B 1
MA.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.					FA
MA.K.CC.B.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.	4	1 (to 10)	1 (to 20)	2 (to 20)	B 1, 2, 3
MA.K.CC.B.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.	4	1 (to 10)	1 (to 20)	2 (to 20)	B 1, 2, 3

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MA.K.CC.B.4.c	Understand that each successive number name refers to a quantitiy that is one larger.					FA
MA.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.	3	1 (to 10)	1 (to 20)	1 (to 20)	B 1, 2, 3
MA.K.CC.C	**Compare numbers.**					
MA.K.CC.C.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.	3		3		B 2
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.					FA
MA.K.OA	OPERATIONS AND ALGEBRAIC THINKING					
MA.K.OA.A	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**	1			1 ER	B 3
MA.K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	2		2		FA
MA.K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	3		3 (add)		B 2
MA.K.OA.A.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).					FA
MA.K.OA.A.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.					FA
MA.K.OA.A.5	Fluently add and subtract within 5.					FA

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MA.K.NBT	NUMBER AND OPERATIONS IN BASE TEN					
MA.K.NBT.A	**Work with numbers 11–19 to gain foundations for place value.**					
MA.K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects and 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.					FA
MA.K.MD	MEASUREMENT AND DATA					
MA.K.MD.A	Describe and compare measurable attributes.					
MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	3		3		B 2
MA.K.MD.A.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.*					FA
MA.K.MD.B	Classify objects and count the number of objects in each category.					B 1
MA.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	4	3 (to 10)	1		B 1, 2
MA.K.G	GEOMETRY					
MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).					FA

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MA.K.G.A.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.*					FA
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	3	3			B 1
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	3		3		B 2
MA.K.G.B	Analyze, compare, create, and compose shapes.					FA
MA.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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).					FA
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.					FA
MA.K.G.B.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*					FA

KEY:

B 1 = Benchmark 1

B 2 = Benchmark 2

B 3 = Benchmark 3

FA = Formative Assessment in Class

ER = Extended Response item

Domains written in all caps

Clusters in bold type

Standards indicated by final number

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