

Identifier	Poplar - Kindergarten - Mathematics	Introduced	Completed
OK M 1	<b>MATHEMATICAL PRACTICES</b>		
OK M 1.01	Makes sense of problems and persevere in solving them.		
OK M 1.02	Reason abstractly and quantitatively.		
OK M 1.03	Construct viable arguments and critique the reasoning of others.		
OK M 1.04	Model with mathematics.		
OK M 1.05	Use appropriate tools strategically.		
OK M 1.06	Attend to precision.		
OK M 1.07	Look for and make use of structure.		
OK M 1.08	Look for and express regularity in repeated reasoning.		
OK M 2	<b>COUNTING AND CARDINALITY</b>		
OK M 2.01	Know number names and the count sequence		
OK M 2.02	Count to tell the number of objects		
OK M 2.03	Compare numbers		
OK M 2.04	Count to 100 by ones and tens.		
OK M 2.05	Count forward beginning from a given number within the known sequence (instead of having to begin with 1).		
OK M 2.06	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no object).		
OK M 2.07	Understand the relationship between numbers and quantities; connect counting to cardinality. 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. (include cultural context)		
OK M 2.08	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.		
OK M 2.09	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. (include cultural contexts)		
OK M 2.10	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; use matching/grouping strategies. (include cultural contexts)		
OK M 2.11	Compare two numbers between 1 and 10 presented as written numerals.		
OK M 3	<b>OPERATIONS AND ALGEBRAIC THINKING</b>		
OK M 3.01	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from		
OK M 3.02	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (use cultural contexts; ex: animal sounds, drawings of tipis, buffalo, feathers, and drums)		
OK M 3.03	Solve addition and subtraction word problems (include cultural contexts)		
OK M 3.04	Add and subtract within 10 by using objects or drawings to represent the problem.		
OK M 3.05	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g.,		
OK M 3.06	For any number from 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/equation.		
OK M 3.07	Fluently add and subtract within 5.		
OK M 4	<b>MEASUREMENT AND DATA</b>		
OK M 4.01	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		
OK M 4.02	Compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute. Describe the differences. Ex: Compare the heights of two children and describe one child as taller/shorter.		
OK M 4.03	Classify objects into given categories; count/sort the number of objects in each category. (include cultural contexts)		
OK M 5	<b>NUMBERS AND OPERATIONS IN BASE 10</b>		
OK M 5.01	Compose and decompose numbers from 11 to 19 to gain foundations for place value		
OK M 5.02	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.		
OK M 6	<b>GEOMETRY</b>		
OK M 6.01	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. (include cultural context)		
OK M 6.02	Correctly name shapes regardless of their orientations or overall size.		
OK M 6.03	Identify shapes as two-dimensional or three-dimensional.		
OK M 6.04	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides/vertices), and other attributes (sides of equal length).		

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OK M 6.05	Model shapes by building shapes from components (i.e., sticks, clay) and drawing shapes. (include cultural contexts)		
OK M 6.06	Compose simple shapes to form larger shapes.		