

K-2 Progressions for CC and OA

Kindergarten	Grade 1	Grade 2
Counting and Cardinality [K.CC.] (K only)		
Know number names and the count sequence. 1, 2, 3		
Count to tell the number of objects. 4, 4a, 4b, 4c, 5		
Compare numbers. 6, 7		
Operations and Algebraic Thinking [K.OA. and 1.OA. and 2.OA.]		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1, 2, 3, 4, 5	Represent and solve problems involving addition and subtraction. 1, 2	Represent and solve problems involving addition and subtraction. 1
	Understand and apply properties of operations and the relationship between addition and subtraction. 3, 4	Add and subtract within 20. 2
	Add and subtract within 20. 5, 6	Work with equal groups of objects to gain foundations for multiplication. 3, 4
	Work with addition and subtraction equations. 7, 8	
Standards for Mathematical Practice		

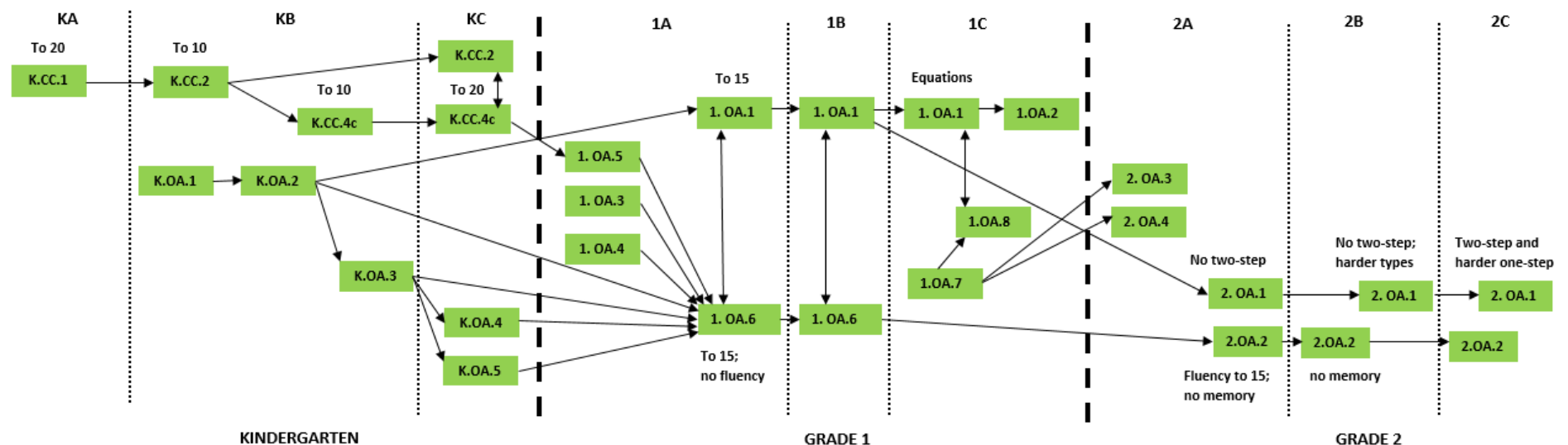
Mathematics is a subject that builds understanding and skill on previous knowledge and experience. Here are various ways to look at the connections between standards from grade to grade. How do these compare to the connections made **within** and **across** grades in the Progression document?

The A-B-C grouping is an attempt to show prerequisite skill and knowledge preceding later content. How would you order the content throughout a school year for the grade you teach?

Key standards are the result of either many standards building to one, or one standard that is a launching point into many other standards. Find an example of a key standard in the wiring diagram and study the progression.

In Zimba's wiring diagram, how would you account for the connection and flow between the standards that he presents? How do you understand the placement of standards into three parts of the school year (not a trimester system)? Explain the specifics of how math content is both connected and builds over time for your grade and for the surrounding grades.

Jason Zimba's "wiring diagram"



Your collaborative team should discuss implementation of the CCRS clusters at your grade level – looking at what is familiar, what is new or challenging (for students), and what needs unpacking or emphasis (in the lesson for students). “Analysis and related discussion with your team is critical to develop mutual understanding of and support for consistent curricular priorities, pacing, lesson design, and the development of grade-level common assessments.” (pg. 67) Together you can develop a greater understanding of the intent of each content standard cluster and how the standards are connected within and across grades. (Common Core Mathematics in a PLC at Work, Kanold, 2012).