



Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Mathematics-Kindergarten)	Colorado Grade Level Expectations (Kindergarten-Mathematics)
I. Patterns and Classification	
<ul style="list-style-type: none"> ▪ 	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities K.2.2.A sort, classify, describe, and order collections of objects in a variety of ways (for example, sort buttons into two groups and explain why he/she sorted them this way)
<ul style="list-style-type: none"> ▪ 	K.2.2.A sort, classify, describe, and order collections of objects in a variety of ways (for example, sort buttons into two groups and explain why he/she sorted them this way)
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities K.2.3.A recognize when a pattern exists, describe the pattern verbally, reproduce the pattern, and create a new pattern (for example, describe red, blue, red, blue as an AB, AB pattern)
<ul style="list-style-type: none"> ▪ 	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities
II. Numbers and Number Sense	
<ul style="list-style-type: none"> ▪ 	K.1.1.B using two or more sets of objects, demonstrate which set is equal to, less than, or greater than the other set K.1.3.B use one-to-one correspondence to count and compare sets of objects containing 0 to 10 members K.1.5.B describe a relationship between two sets of quantities with more, less, or equal numbers of objects K.3.2.A use "more" and "fewer" or "most," "same," and "fewest" to describe sets of manipulatives, pictures, or object graphs
<ul style="list-style-type: none"> ▪ 	K.1.3.A count from 1 to 50 K.1.3.C starting with any whole number less than 50, count forward to 50
<ul style="list-style-type: none"> ▪ 	K.1.2.A read and write numerals from 0 to 10 in meaningful contexts
<ul style="list-style-type: none"> ▪ 	K.1.2.B group objects into sets of ten
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	K.1.3.D use ordinal positions for first through tenth
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	K.3.1.A read and display simple picture and real object graphs
<ul style="list-style-type: none"> ▪ 	K.1.1.C using concrete materials, demonstrate the meaning of wholes and parts (<i>for example, halves</i>)
III. Money	
<ul style="list-style-type: none"> ▪ 	K.1.1.D name pennies, nickels, dimes, quarters, and dollars
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<ul style="list-style-type: none"> ▪ 	
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IV. Computation	
<ul style="list-style-type: none"> ▪ 	K.6.4.A add and subtract whole numbers by combining and separating objects
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

V. Measurement	
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▪	K.4.3.A measure the lengths of the sides of triangles, squares, and rectangles using non-standard units (for example, cubes or paper clips) K.5.1.C estimate and measure length in non-standard units (for example, use cubes to measure the length of a hand) K.5.1.D estimate the measurement of weight by “heavier” and “lighter” K.5.2.A compare objects according to the measurable attributes of length and weight K.5.2.B order objects according to the measurable attributes of length and weight
▪	K.5.1.A tell time to the nearest hour, using an analog and digital clock K.5.1.B describe the units for measuring time K.5.2.C compare and order various times (for example, morning comes before lunch)
VI. Geometry	
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▪	K.4.4.B indicate positions of three or more objects or pictures (for example, left to right, top to bottom, next, last)
▪ Identify and sort basic plane figures: square, rectangle, triangle, circle.	K.4.2.A recognize and identify circles, triangles, squares, rectangles, ovals (ellipses), and diamonds (rhombuses)
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▪	K.4.1.A place manipulatives on pictures of shapes congruent to the manipulatives
▪	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	K.1.1.A using objects and pictures, represent whole numbers from 0 to 50 in a variety of ways
This can be covered in many other areas	K.1.3.E sequence whole numbers from 0 to 10 (for example, 5 is before 7; 5 is after 4)
This can be covered in many other areas	K.1.4.A describe the concept of zero
This can be covered in many other areas	K.1.5 estimate a reasonable quantity for a given number of objects less than 20
Grade 1: Mathematics: Numbers and Number Sense	K.3.1.B gather data relating to familiar experiences by counting and tallying
Grade 1: Mathematics: Numbers and Number Sense	K.3.3.A flip a two-colored counter or coin to generate and tally results
This can be covered in many other areas	K.4.2.B using manipulatives (for example, straws or string loops) build circles, triangles, squares, rectangles, ovals (ellipses), and diamonds (rhombuses)
This can be covered in many other areas	K.4.4.A use geometric shapes to solve a problem (for example, use geometric shapes to create a house)
This can be covered in many other areas	K.4.4.C combine triangular manipulatives to make a square, and square manipulatives to make a rectangle
This can be covered in many other areas	K.5.5.A select the appropriate units of measurement of time and length
This can be covered in many other areas	K.6.4.B draw pictures to form sets of up to ten items