

PA Common Core - Common Core - PA Academic Standards Crosswalk Grades K-8

PA Common Core Standard	Common Core State Standard	PA Academic Standards
	Grade K	
CC.2.1.K.A.1 Know number names and write and recite the count sequence.	K.CC.1 Count to 100 by ones and by tens.	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.1 Know number names and write and recite the count sequence.	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.1 Know number names and write and recite the count sequence.	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).	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.	K.CC.4a 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.	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.

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CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.	K.CC.4b 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.	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.	K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.	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.	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	K.CC.6 Compare numbers. 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.)	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.
CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	K.CC.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals	2.1.K.A Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.

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CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	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.	2.1.K.F Use concrete objects to solve addition and subtraction word problems.
CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	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.	2.1.K.F Use concrete objects to solve addition and subtraction word problems.
CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	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 $5 = 4 + 1$).	2.1.K.F Use concrete objects to solve addition and subtraction word problems.
CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	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.	2.1.K.F Use concrete objects to solve addition and subtraction word problems.
CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	K.OA.5 Fluently add and subtract within 5.	2.2.K.B Represent and explain the results of adding and subtracting sets of objects up to and including ten, using math vocabulary
CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	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.	2.1.K.C Use concrete objects, drawings, diagrams or models to group objects into sets of ten; separate objects into equal parts.

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<p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p>	<p>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.</p>	<p>2.1.K.D Use concrete objects to demonstrate regrouping ones to tens, with adult assistance.</p>
<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>2.3.K.A Identify similarities and differences in measurement of objects.</p>
<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>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.</p>	<p>2.3.K.B Use concrete objects as nonstandard units to estimate and measure.</p>
<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>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.</p>	<p>2.3.K.F Compare concrete objects to determine greater or lesser attributes (length, weight).</p>

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CC.2.4.K.A.4 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.)	Intentionally Blank
CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	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.	2.9.K.A Identify and describe common 2-dimensional shapes.
CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	K.G.2 Correctly name shapes regardless of their orientations or overall size.	2.9.K.A Identify and describe common 2-dimensional shapes.
CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	2.9.K.A Identify and describe common 2-dimensional shapes.
CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional 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).	Intentionally Blank
CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Intentionally Blank
CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-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?"	Intentionally Blank

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