BENCHMARK REPORT
MATHEMATICS GRADE K

ARCHDIOCESE OF CHICAGO

Kindergarten		
DOMAIN: Standards for Mathematical Content		
OCS Code:	**Strand:** *Counting and Cardinality (CC)*	**Rating**
K.SMC.CC.1	**Know number names and the count sequence.**	Priority
K.SMC.CC.1.1.a	Count to 100 by ones and by tens	
K.SMC.CC.1.2.b	Count forward beginning from a given number within a known sequence	
K.SMC.CC.1.3-1.b	Write numbers from 0 to 20	
K.SMC.CC.1.3-2.c	Represent a number of objects with a written numeral 0-20	
K.SMC.CC.2	**Count to tell the number of objects.**	Priority
K.SMC.CC.2.1-1.c	Relate counting to a quantity	
K.SMC.CC.2.1-2.a	Count each object in a series of objects by pairing it with only one number name	
K.SMC.CC.2.1-3.b	Show that the last number name counted tells the number of objects	
K.SMC.CC.2.1-4.b	Show that each successive number name refers to a quantity that is one larger	
K.SMC.CC.2.2.c	Count up to 20 objects arranged in a line, a rectangular array, a circle, or a scattered configuration	
K.SMC.CC.3	**Compare numbers.**	Priority
K.SMC.CC.3.1.b	Determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	
K.SMC.CC.3.2.b	Compare two numbers between 1 and 10 presented as written numerals	
OCS Code:	**Strand:** *Operations and Algebraic Thinking (OA)*	**Rating**
K.SMC.OA.1	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**	Priority
K.SMC.OA.1.1.b	Represent addition and subtraction with objects and actions	
K.SMC.OA.1.2.c	Solve addition and subtraction word problems with numbers up to 10	
K.SMC.OA.1.3.c	Decompose numbers less than or equal to 10 into pairs in more than one way	
K.SMC.OA.1.4.c	Find any number from 1 to 9 that makes 10 when added to a given number	
K.SMC.OA.1.5.c	Add and subtract numbers up to 5 fluently	
OCS Code:	**Strand:** *Number and Operations in Base Ten (NBT)*	**Rating**
K.SMC.NBT.1	**Work with numbers 11–19 to gain foundations for place value.**	Priority
K.SMC.NBT.1.1-1.c	Compose numbers from 11 to 19 into groups of 10 and remainders	
K.SMC.NBT.1.1-2.c	Decompose numbers from 11 to 19 into groups of 10 and remainders	
OCS Code:	**Strand:** *Measurement and Data (MD)*	**Rating**
K.SMC.MD.1	**Describe and compare measurable attributes.**	Priority
K.SMC.MD.1.1.b	Describe measurable attributes of one or more objects	
K.SMC.MD.1.2.b	Compare two objects with a measurable attribute in common, to see which has more or less of the attribute	
K.SMC.MD.2	**Classify objects and count the number of objects in each category.**	Priority
K.SMC.MD.2.1.b	Classify and count objects into given categories	
OCS Code:	**Strand:** *Geometry (G)*	**Rating**
K.SMC.G.1	**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**	Priority
K.SMC.G.1.1-1.a	Name the shapes of common objects found in the environment	
K.SMC.G.1.1-2.b	Describe the relative position of an object to another object	
K.SMC.G.1.2.b	Name shapes of differing orientations and sizes	
K.SMC.G.1.3.a	Identify shapes as two-dimensional or three-dimensional	
K.SMC.G.2	**Analyze, compare, create, and compose shapes.**	Priority
K.SMC.G.2.1.c	Describe the similarities, differences, and parts of two- and three-dimensional shapes	
K.SMC.G.2.2.c	Create shapes from components by modeling shapes found in the world	
K.SMC.G.2.3.c	Combine simple shapes to form larger shapes	
DOMAIN: Standards for Mathematical Practices		
OCS Code:	**Strand:** *Solve Problems (MP1)*	**Rating**

Code consists of Grade (K-8),Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).

K.SMP.1	1. Make sense of problems and persevere in solving them.	Priority
K.SMP.1.1-1.c	Make sense of your problem	
K.SMP.1.1-2.c	Reflect on your thinking as you solve your problem	
K.SMP.1.1-3.c	Keep trying when your problem is hard	
K.SMP.1.1-4.c	Check whether your answer makes sense	
K.SMP.1.1-5.c	Solve problems in more than one way	
K.SMP.1.1-6.c	Compare the strategies you and others use	
OCS Code:	**Strand: *Reason (MP2)***	**Rating**
K.SMP.2	2. Reason abstractly and quantitatively.	Priority
K.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects	
K.SMP.2.1-2.c	Make sense of the representations you and others use	
K.SMP.2.1-3.c	Make connections between representations	
OCS Code:	**Strand: *Construct Arguments (MP3)***	**Rating**
K.SMP.3	3. Construct viable arguments and critique the reasoning of others.	Supporting
K.SMP.3.1-1.c	Make mathematical conjectures and arguments	
K.SMP.3.1-2.c	Make sense of others' mathematical thinking	
OCS Code:	**Strand: *Model (MP4)***	**Rating**
K.SMP.4	4. Model with mathematics.	Priority
K.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations	
K.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions	
OCS Code:	**Strand: *Use Tools (MP5)***	**Rating**
K.SMP.5	5. Use appropriate tools strategically.	Priority
K.SMP.5.1-1.c	Choose appropriate tools	
K.SMP.5.1-2.c	Use tools effectively and make sense of your results	
OCS Code:	**Strand: *Attend to Precision (MP6)***	**Rating**
K.SMP.6	6. Attend to precision.	Priority
K.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely	
K.SMP.6.1-2.c	Use an appropriate level of precision for your problem	
K.SMP.6.1-3.c	Use clear labels, units, and mathematical language	
K.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate	
OCS Code:	**Strand: *Use Structure (MP7)***	**Rating**
K.SMP.7	7. Look for and make use of structure.	Supporting
K.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties	
K.SMP.7.1-2.c	Use structures to solve problems and answer questions	
OCS Code:	**Strand: *Express Regularity (MP8)***	**Rating**
K.SMP.8	8. Look for and express regularity in repeated reasoning.	Priority
K.SMP.8.1.c	Use context to self-correct words by rereading words that were not recognized	

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