Cluster Statement		Standard	Keep or Propose Change	Type of Change: Removed, Broken Up, Re-written	Quality Standards Rule	Reason for Proposed Change
Know number names and the count sequence.	K.CC.1	K.CC.1 Count to 100 by ones and by tens.	Keep			
Know number names and the count sequence.	K.CC.2	K.CC.2 Count forward beginning from a **any** given number within the known sequence **100.** (instead of having to begin at 1). **Count backwards beginning from any given number within 20.**	Propose Change	Re-written	2	Connected to word problem strategies K.0A.2 and K.OA.5. It connects to 1.OA.4, 1.OA.5 and 1.OA.6. It also connects to 2.OA.2
Know number names and the count sequence.	K.CC.3	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).	Keep			
Count to tell the number of objects.	K.CC.4	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. 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. **(one-to-one correspondence)** 4b.Understand that the last number name said tells the number of objects counted. **(cardinality)** The number of objects is the same regardless of their arrangement or the order in which they were counted. 4c.Understand that each successive number name refers to a quantity that is one larger.	Propose Change	Re-Written	3	provide clarity
Count to tell the number of objects.	K.CC.5	K.CC.5 **a.** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or **and** as many as 10 things in a scattered configuration **b.** Given a number from 1–20, count out that many objects. **c. Identify and be able to count pennies within 20. (Use pennies and/or other manipulatives in multiple mathematical contexts)**	Propose Change	Re-Written	1 and 3	By the end of the year, they shoud be able to do both skills. Because this standard requires two different tasks to be asessed, they needed to be broken into two for clarification
Compare numbers.	K.CC.6	K.CC.6 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.	Propose Change	Re-Written	1	Keeping the examples in is limiting, and pigeon holes how teachers may assess.
Compare numbers.	K.CC.7	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Keep			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem)	Keep			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.2	K.OA.2a Solve addition and subtraction word problems **(within 10), involving result unknown problems, put together/take apart total unknown, and put together/take apart addend unknown, eg., using objects or drawings to represent the problem. (see appendix for K-2 Common Addition and Subtraction Situations) K.OA.2b** Add and subtract within 10, eg., by using objects or drawings to represent the problem.	Propose Change	Broken-Up	3	It provides clarity for what problem types are encompassed in Kindergarten and provides clarity for addition and subtraction within 10
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.3	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).	Keep			

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.4	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.	Keep			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.5	K.OA.5 Fluently add and subtract within 5. (See strategies chart.)	Propose Change	Rewritten	3	Adding strategies students may use to show fluency.
Work with numbers 11–19 to gain foundations for place value.	K.NBT.1	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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Keep			
Describe and compare measurable attributes.	K.MD.1	K.MD.1 Describe measurable attributes of **a single object or** objects, such as length, ~~or~~ weight, **or size.** ~~Describe several measurable attributes of a single object.~~	Propose Change	Re-written	3	Previous standard was redundant and unclear. Provided clarity with revision.
Describe and compare measurable attributes.	K.MD.2	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.	Keep			
Classify objects and count the number of objects in each category.	K.MD.3	K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.	Keep			
Work with time and money.	K.MD.4	K.MD.4 Identify a penny and understand that the value is one. Count pennies within 20.	Propose Change			Connect learning within and across grades, levels or course.
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.1	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.	Keep			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.2	K.G.2 Correctly name shapes regardless of their orientations or overall size.	Keep			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.3	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Keep			

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Analyze, compare, create, and compose shapes.	K.G.4	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).	Keep			
Analyze, compare, create, and compose shapes.	K.G.5	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Keep			
Analyze, compare, create, and compose shapes.	K.G.6	K.G.6 Compose simple shapes to form larger shapes.	Keep			