# Unit 11 Standards & Benchmarks

Progress on the following standards and benchmarks will be made through the course of this unit. Applicable learning outcomes are listed alongside each lesson in summary form.

## Starfall Standards

### Counting & Cardinality

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|---|---|
| **CC.2** | Supply missing number in a sequence. |

### Measurement & Data

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|---|---|
| **MD.1** | Identify and use time measurement tools. |
| **MD.2** | Use and interpret graphs. |
| **MD.3** | Measure using nonstandard units. |

### Estimation

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|---|---|
| **E.1** | Understand the meaning of estimation. |

### Fractions

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|---|---|
| **F.1** | Name and recognize fractional parts of a whole. |

## Common Core Standards

| Counting & Cardinality | | *Inline Summary Form* |
|---|---|---|
| **A.2** | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | *Count forward from a given number.* |
| **B.4** | Understand the relationship between numbers and quantities; connect counting to cardinality. | *Understand the relationship between numbers and quantities.* |
| **B.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. | *Say number names in order, pairing each object with one number.* |
| **B.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. | *The last number counted tells the total number of objects.* |
| **B.4c** | Understand that each successive number name refers to a quantity that is one larger. | *Each successive number refers to one more.* |

| Operations & Algebraic Thinking | | *Inline Summary Form* |
|---|---|---|
| **A.1** | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | *Represent addition and subtraction in a variety of ways.* |



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# Common Core Standards (Continued)

| Measurement & Data | | Inline Summary Form |
|---|---|---|
| **A.1** | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | *Describe measurable attributes of objects.* |
| **A.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. | *Compare two objects with a common measurable attribute.* |
| **B.3** | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | *Classify, count, and sort objects.* |

| Geometry | | Inline Summary Form |
|---|---|---|
| **A.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. | *Describe objects using shapes and relative positions.* |
| **B.6** | Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" | *Compose simple shapes to form larger shapes.* |



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