

# Unit 6 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

- CC.1** Identify numerals out of sequence.
- CC.2** Supply missing number in a sequence.
- CC.4** Count to 100 by twos and by fives.

### Operations & Algebraic Thinking

- OA.1** Identify, describe, or extend simple patterns.

### Measurement & Data

- MD.1** Identify and use time measurement tools.
- MD.2** Use and interpret graphs.

### Estimation

- E.1** Understand the meaning of estimation.
- E.2** Make predictions to determine reasonable answers.

## Common Core Standards

### Counting & Cardinality

#### Inline Summary Form

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

### Operations & Algebraic Thinking

#### Inline Summary Form

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|---|---|
| <b>A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | <i>Solve word problems with addition and subtraction within 10.</i> |
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### Number & Operations in Base Ten

#### Inline Summary Form

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| <b>A.1</b> 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. | <i>Understand numbers 11-19 are ten ones plus more ones.</i> |
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## Common Core Standards (Continued)

Measurement & Data		Inline Summary Form
<b>A.1</b>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<i>Describe measurable attributes of objects.</i>
<b>A.2</b>	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.	<i>Compare two objects with a common measurable attribute.</i>
Geometry		Inline Summary Form
<b>A.1</b>	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.	<i>Describe objects using shapes and relative positions.</i>
<b>A.2</b>	Correctly name shapes regardless of their orientations or overall size.	<i>Correctly name shapes.</i>
<b>A.3</b>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<i>Identify shapes as two- or three-dimensional.</i>
<b>B.4</b>	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).	<i>Analyze and compare two- and three- dimensional shapes.</i>
<b>B.5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<i>Build and/or draw shapes.</i>
<b>B.6</b>	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	<i>Compose simple shapes to form larger shapes.</i>