# Unit 7 Standards & Benchmarks

## Starfall Standards

| Counting & Cardinality | |
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| **CC.4** | Count to 100 by twos and by fives. |
| **CC.6** | Identify odd and even numbers. |
| **CC.7** | Compare two numbers between 1 and 10 presented as written numerals. |

| Operations & Algebraic Thinking | |
|---|---|
| **OA.1** | Identify, describe, or extend simple patterns. |
| **OA.2** | Divide objects equally into groups. |

| Money | |
|---|---|
| **M.1** | Identify the value of coins. |

## Common Core Standards

| Counting & Cardinality | | *Inline Summary Form* |
|---|---|---|
| **A.1** | Count to 100 by ones and by tens. | *Count to 100 by ones and by tens.* |
| **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.* |
| **A.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). | *Write numbers from 0 to 20.* |
| **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.* |
| **A.2** | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | *Solve word problems with addition and subtraction within 10.* |
| **A.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 $5 = 4 + 1$). | *Decompose numbers less than 11.* |
| **A.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. | *For 1-9, find the number that makes 10.* |
| **A.5** | Fluently add and subtract within 5. | *Fluently add and subtract within 5.* |

| Measurement & Data | | *Inline Summary Form* |
|---|---|---|
| **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.* |