

*initiates*

*pretends*

*plans*



*sings*

*predicts*

*observes*

*speaks*

*empathizes*

*builds*

*problem-solves*

# **ALIGNMENT OF COR FOR KINDERGARTEN WITH**

*Colorado Academic Standards for Kindergarten (2010)*

**Colorado Academic Standards for Kindergarten**

**COR for K (KER)**

**Ongoing Record (OR)**

**Progress Monitoring Record (PMR)**

<b>READING, WRITING, AND COMMUNICATION</b>			
<b>Standard 1. Oral Expression and Listening</b>			
<i>1.1. Oral communication skills are built within a language-rich environment</i>			
1.1.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)			A.1.d Describes people, places, and things
1.1.b Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)			A.8.d Explores digital writing tools
1.1.c Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)			A.1.e Speaks clearly
1.1.d Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)			A.1.b Explores word relationships
1.1.e Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)			A.1.b Explores word relationships
1.1.f Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)			A.1.b Explores word relationships
1.1.g Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings. (CCSS: L.K.5d)			A.1.b Explores word relationships
1.1.h Express words and word meanings as encountered in books and conversation.	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.1.d Describes people,

			<p>places, and things</p> <p>A.1.f Converses collaboratively</p> <p>A.5.b Retells Stories</p> <p>A.5.d Identifies main topic and key details</p>
<p>1.1.i Use new vocabulary that is directly taught through reading, speaking, and listening.</p>	<p>A.1.c Asks and answers questions</p>	<p>A.1.c Asks and answers questions</p>	<p>A.1.c Asks and answers questions</p> <p>A.1.d Describes people, places, and things</p> <p>A.1.f Converses collaboratively</p> <p>A.5.b Retells Stories</p> <p>A.5.d Identifies main topic and key details</p>

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1.1.j Relate new vocabulary to prior knowledge.	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.a Determines meanings of words A.1.c Asks and answers questions
<b>1.2. Communication relies on effective verbal and nonverbal skills</b>			
1.2.a Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.K.1)	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.1.e Speaks clearly A.1.f Converses collaboratively
1.2.a.i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)		A.1.f Converses collaboratively	A.1.f Converses collaboratively
1.2.a.ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)			A.1.c Asks and answers questions A.1.e Speaks clearly A.1.f Converses collaboratively
1.2.b Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2)	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.1.f Converses collaboratively A.5.a Knows key details A.6.a Questions unknown words
1.2.c Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions
1.2.d Listen with comprehension to follow two-step directions.			

1.2.e Use words and phrases acquired through conversations, reading.	A.1.c Asks and answers questions A.5.b Retells Stories	A.1.c Asks and answers questions A.1.f Converses collaboratively A.5.b Retells Stories	A.1.c Asks and answers questions A.1.f Converses collaboratively A.5.b Retells Stories
<i>1.3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness</i>			
1.3.a Identify and create rhyming words.			A.3.a Rhymes
1.3.b Identify and create alliterations.	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds
1.3.c Identify words orally according to shared beginning or ending sounds.	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds

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1.3.d Blend sounds orally to make one-syllable words.			A.3.c Blends and segments onsets and rimes
1.3.e Segment one-syllable words into sounds.	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds
1.3.f Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).			A.3.c Blends and segments onsets and rimes
1.3.g Identify the initial, medial, and final phoneme (speech sound) of spoken words.	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds	A.3.d Knows intial, medial,a nd final sounds
<b>Standard 2. Reading for All Purposes</b>			

<b>2.1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading</b>			
2.1.a.i With prompting and support, ask and answer questions about key details in a text. (CCSS: L.K.1)	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.1.f Converses collaboratively	A.1.c Asks and answers questions A.1.f Converses collaboratively A.5.a Knows key details
2.1.a.ii With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)	A.5.b Retells Stories	A.5.b Retells Stories	A.5.b Retells Stories
2.1.a.iii With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)			A.5.c Identifies characters, setting, and major events
2.1.b.i Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.1.f Converses collaboratively	A.1.c Asks and answers questions A.1.f Converses collaboratively A.5.a Knows key details
2.1.b.ii Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)			A.6.c Recognizes types of literature
2.1.b.iii With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)			A.6.d Names author and illustrator
2.1.c.i With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS: RL.K.7)			A.7.a Relates illustrations to story
2.1.c.ii With prompting support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)			A.7.b Compares and contrasts characters

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2.1.d.i Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)		A.1.f Converses collaboratively	A.1.f Converses collaboratively
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<i>2.2. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading</i>			
2.2.a.i With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.1.f Converses collaboratively	A.1.c Asks and answers questions A.1.f Converses collaboratively A.5.a Knows key details
2.2.a.ii With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)			A.5.d Identifies main topic and key details
2.2.a.iii With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)			A.5.e Connects information in a text
2.2.b.i With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.6.a Questions unknown words
2.2.b.ii Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)			A.6.b Identifies cover and title page
2.2.b.3 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)			A.6.d Names author and illustrator
2.2.c.i With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)			A.7.c Relates illustrations to informational text
2.2.c.ii With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)			A.7.d Identifies author reasoning
2.2.c.iii With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)			A.7.e Identifies similarities and differences between texts

2.2.d.i Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)		A.1.f Converses collaboratively	A.1.f Converses collaboratively A.4.e Reads emergent-reader texts
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2.3. Decoding words in print requires alphabet recognition and knowledge of letter sounds			
2.3.a Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)			
2.3.a.i Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)			A.2.a Knows directionality
2.3.a.ii Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)			A.2.b Knows alphabetic principles
2.3.a.iii Understand that words are separated by spaces in print. (CCSS: RF.K.1c)			A.2.c Identifies spaces between words
2.3.a.iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)	A.2.d Identifies letters	A.2.d Identifies letters	A.2.d Identifies letters
2.3.b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)			
2.3.b.i Recognize and produce rhyming words. (CCSS: RF.K.2a)			A.3.a Rhymes
2.3.b.ii Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)			A.3.b Knows syllables in spoken words
2.3.b.iii Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)			A.3.c Blends and segments onsets and rimes
2.3.b.iv Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)	A.3.d Knows initial, medial, and final sounds	A.3.d Knows initial, medial, and final sounds	A.3.d Knows initial, medial, and final sounds
2.3.b.v Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)			A.3.e Manipulates sounds to make new words

2.3.b.vi. Identify phonemes for letters.	A.4.a Corresponds letters to sounds	A.4.a Corresponds letters to sounds	A.4.a Corresponds letters to sounds
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2.3.c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)			
2.3.c.i Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ). (CCSS: L.K.4a)			A.1.a Determines meanings of words
2.3.c.ii Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)			A.1.a Determines meanings of words
2.3.d Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)			
2.3.d.i Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)			A.4.a Corresponds letters to sounds
2.3.d.ii Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)			A.4.b Associates long and short vowel sounds
2.3.d.iii Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). (CCSS: RF.K.3c)			A.4.c Reads high-frequency words
2.3.d.iv Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)			A.4.d Distinguishes between similarly spelled words
2.3.e Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)			A.4.e Reads emergent-reader texts

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<b>Standard 3. Writing and Composition</b>			
<i>3.1. Text types and purposes, labels, and familiar words are used to communicate information and ideas</i>			
3.1.a Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ). (CCSS: W.K.1)			A.8.a Composes opinion pieces
3.1.b Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)			A.8.b Composes information/explanatory pieces
3.1.c Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)			A.8.c Narrates events
3.1.d With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)			A.8.e Revises with details
3.1.e With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)			A.8.d Explores digital writing tools
<i>3.2. Appropriate mechanics and conventions are used to create simple texts</i>			
3.2.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)		A.1.f Converses collaboratively	A.1.f Converses collaboratively
3.2.a.i Print many upper- and lowercase letters. (CCSS: L.K.1a)		A.2.d Identifies letters	A.2.d Identifies letters A.8.a Composes opinion pieces

			A.8.b Composes information/explanatory pieces A.8.c Narrates events
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3.2.a.ii Use frequently occurring nouns and verbs. (CCSS: L.K.1b)	A.8.c Narrates events	A.8.c Narrates events A.1.f Converses collaboratively	A.8.c Narrates events A.1.f Converses collaboratively A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events
3.2.a.iii Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). (CCSS: L.K.1c)		A.1.f Converses collaboratively	A.1.d Describes people, places, and things A.1.f Converses collaboratively
3.2.a.iv Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). (CCSS: L.K.1d)	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions
3.2.a.v Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). (CCSS: L.K.1e)		A.1.f Converses collaboratively	A.1.d Describes people, places, and things A.1.f Converses collaboratively
3.2.a.vi Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)		A.1.f Converses collaboratively	A.1.d Describes people, places, and things A.1.f Converses collaboratively
3.2.a.vii Use proper spacing between words.	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces

			A.8.b Composes information/explanatory pieces A.8.c Narrates events
3.2.a.viii Write left to right and top to bottom.	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events
3.2.a.ix Use appropriate pencil grip.	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events
3.2.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2) 3.2.b.i Capitalize the first word in a sentence and the pronoun <i>I</i> . (CCSS: L.K.2a)	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events
3.2.b.ii Recognize and name end punctuation. (CCSS: L.K.2b)	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events
3.2.b.iii Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events

3.2.b.iv Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	A.8.c Narrates events	A.8.c Narrates events	A.8.a Composes opinion pieces A.8.b Composes information/explanatory pieces A.8.c Narrates events
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<b>Standard 4. Research and Reasoning</b>			
<i>4.1. A variety of locations must be explored to find information that answers questions of interest</i>			
4.1.a Dictate questions that arise during instruction.			A.8.f Participates in shared research and writing projects
4.1.b Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.			A.8.f Participates in shared research and writing projects A.8.g Recalls or gathers information
<i>4.2. Identify purpose, information, and question on an issue</i>			
4.2.a Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)			A.8.b Composes information/explanatory pieces
4.2.a.i Identify a clear purpose for research or inquiry. (If the class is learning about trees, is my need to know more about pets related?)			A.8.f Participates in shared research and writing projects A.8.b Composes information/explanatory pieces
4.2.a.ii Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.8.f Participates in shared research and writing projects A.8.b Composes

			information/explanatory pieces
4.2.a.iii Gather relevant information and check various information sources for accuracy. (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.8.f Participates in shared research and writing projects A.8.b Composes information/explanatory pieces
4.2.b With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions A.8.g Recalls or gathers information
<i>4.3. Quality of thinking depends on the quality of questions</i>			
4.3.a Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.	A.1.c Asks and answers questions	A.1.c Asks and answers questions	A.1.c Asks and answers questions
4.3.b State, elaborate, and exemplify the concept of fair-mindedness.		A.1.f Converses collaboratively	A.1.f Converses collaboratively

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<b>MATHEMATICS</b>			
<b>Standard 1. Number Sense, Properties, and Operations</b>			
<i>1.1. Whole numbers can be used to name, count, represent, and order quantity</i>			

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1.1.a Use number names and the count sequence. (CCSS: K.CC)			
1.1.a.i Count to 100 by ones and by tens. (CCSS: K.CC.1)			B.1.a Counts to 100 by tens B.1.b Counts to 100 by ones
1.1.a.ii Count forward beginning from a given number within the known sequence. (CCSS: K.CC.2)		B.1.c Counts forward	B.1.c Counts forward
1.1.a.iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. (CCSS: K.CC.3)			B.1.d Writes numbers from 0-20 B.1.e Uses numbers 0-20 to represent objects
1.1.b Count to determine the number of objects. (CCSS: K.CC)	B.1.g Counts out from 0-20	B.1.g Counts out from 0-20	B.1.f Counts up to 10 things in scattered configurations
1.1.b.i Apply the relationship between numbers and quantities and connect counting to cardinality. (CCSS: K.CC.4)	B.1.g Counts out from 0-20	B.1.g Counts out from 0-20	B.1.f Counts up to 10 things in scattered configurations B.1.g Counts out from 0-20
1.1.b.ii Count and represent objects to 20. (CCSS: K.CC.5)			B.1.e Uses numbers 0-20 to represent objects
1.1.c Compare and instantly recognize numbers. (CCSS: K.CC)			
1.1.c.i Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (CCSS: K.CC.6)		B.1.h Compares numbers of objects in groups	B.1.h Compares numbers of objects in groups

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1.1.c.ii Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)	B.1.i Compares written numerals	B.1.i Compares written numerals	B.1.i Compares written numerals
1.1.c.iii Identify small groups of objects fewer than five without counting.			

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<i>1.2. Composing and decomposing quantity forms the foundation for addition and subtraction</i>			
1.2.a Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings. (CCSS: K.OA)			B.2.a Represents addition and subtraction
1.2.a.i Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (CCSS: K.OA.1)			B.2.a Represents addition and subtraction
1.2.a.ii Solve addition and subtraction word problems, and add and subtract within 10. (CCSS: K.OA.2)	B.2.b Solves addition problems B.2.c Solves subtraction problems	B.2.b Solves addition problems B.2.c Solves subtraction problems	B.2.b Solves addition problems B.2.c Solves subtraction problems
1.2.a.iii Decompose numbers less than or equal to 10 into pairs in more than one way. (CCSS: K.OA.3)			B.2.d Decomposes numbers
1.2.a.iv For any number from 1 to 9, find the number that makes 10 when added to the given number. (CCSS: K.OA.4)		B.2.e Finds the number that makes 10	B.2e Finds the number that makes 10
1.2.a.v Use objects including coins and drawings to model addition and subtraction problems to 10 (PFL).			
1.2.b Fluently add and subtract within 5. (CCSS: K.OA.5)		B.2.f Fluently adds and subtracts	B.2.f Fluently adds and subtracts
1.2.c Compose and decompose numbers 11–19 to gain foundations for place value using objects and drawings. (CCSS: K.NBT)			B.2.g Composes and decomposes numbers from 11-19
<b>Standard 2. Patterns, Functions, and Algebraic Structures</b>			
Expectations for this standard and integrated into the other standards at preschool through third grade.			
<b>Standard 3. Data Analysis, Statistics, and Probability</b>			

Expectations for this standard and integrated into the other standards at preschool through third grade.			
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**Colorado Academic Standards for Kindergarten**

**COR for K (KER)**

**Ongoing Record  
(OR)**

**Progress  
Monitoring Record  
(PMR)**

<b>Standard 4. Shape, Dimension, and Geometric Relationships</b>			
<i>4.1. Shapes can be described by characteristics and position and created by composing and decomposing</i>			
4.1.a Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (CCSS: K.G)			B.5.a Names shapes
4.1.a.i Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> . (CCSS: K.G.1)			B.5.a Describes objects in the environment
4.1.a.ii Correctly name shapes regardless of their orientations or overall size. (CCSS: K.G.2)			B.5.a Names shapes
4.1.a.iii Identify shapes as two-dimensional or three dimensional. (CCSS: K.G.3)			B.5.c Identifies shapes as two- or three-dimensional
4.1.b Analyze, compare, create, and compose shapes. (CCSS: K.G)			
4.1.b.i Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. (CCSS: K.G.4i.)			B.5.d Analyzes and compares two- or three-dimensional shapes
4.1.b.ii Model shapes in the world by building shapes from components, and drawing shapes. (CCSS: K.G.5)			B.5.e Models shapes
4.1.b.iii Compose simple shapes to form larger shapes. (CCSS: K.G.6)			B.5.f Composes shapes
<i>4.2. Measurement is used to compare and order objects</i>			
4.2.a Describe and compare measurable attributes. (CCSS: K.MD)			

Colorado Academic Standards for Kindergarten	COR for K (KER)	Ongoing Record (OR)	Progress Monitoring Record (PMR)
4.2.a.i Describe measurable attributes of objects, such as length or weight. (CCSS: K.MD.1)			B.3.a Describes measurable attributes of objects
4.2.a.ii Describe several measurable attributes of a single object. (CCSS: K.MD.1)			B.3.a Describes measurable attributes of objects
4.2.a.iii 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. (CCSS: K.MD.2)			B.3.b Compares objects using measurable attributes
4.2.a.iv Order several objects by length, height, weight, or price (PFL).			B.3.b Compares objects using measurable attributes
4.2.b Classify objects and count the number of objects in each category. (CCSS: K.MD)			B.4.a Classifies objects into given categories
4.2.b.i Classify objects into given categories. (CCSS: K.MD.3)			B.4.a Classifies objects into given categories
4.2.b.ii Count the numbers of objects in each category. (CCSS: K.MD.3)			B.4.a Classifies objects into given categories
4.2.b.iii Sort the categories by count. (CCSS: K.MD.3)			B.4.a Classifies objects into given categories

## References

HighScope Educational Research Foundation. (2016). *COR for Kindergarten — Kindergarten Entry Record Checklists and Assessment Tasks*. Ypsilanti, MI: Author.  
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