# Unit 9 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 | | Money | |
|---|---|---|---|
| **CC.3** | Count backward from a given number. | **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.* |
| **C.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. | *Identify greater than, less than, and equal to.* |
| **C.7** | Compare two numbers between 1 and 10 presented as written numerals. | *Compare two numbers as written numerals.* |

| 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.* |

| Number & Operations in Base Ten | | *Inline Summary Form* |
|---|---|---|
| **A.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. | *Understand numbers 11-19 are ten ones plus more ones.* |