

**Kindergarten
Common Core State Standards Crosswalk to TN State Standards - Math**

KEY:

CC = Counting and Cardinality **OA** = Operations and Algebraic Thinking **NBT** = Number Operations in Base Ten
NF = Number and Operations - Fractions **MD** = Measurement and Data **G** = Geometry **CU** = Check for Understanding **GLE** = Grade Level

Examples:

CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
CC	1	CC.K.CC.1 Know number names and the count sequence. Count to 100 by ones and by tens.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.CU.1 (CU 0006.2.1) Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	2(N)	CU.1	0	
CC	2	CC.K.CC.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	K	K	TN.K.3.GLE.1 (GLE 0006.3.1) Identify, duplicate, and extend simple number patterns and sequential and growing patterns.	3(A)	GLE.1	0	
					TN.K.3.CU.2 (CU 0006.3.2) Name, copy, and extend patterns.	3(A)	CU.2	0	
					TN.K.2.CU.2 (CU 0006.2.2) Match quantities to 25 with numerals and written words.	2(N)	CU.2	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
CC	4	CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.	K	K	TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.CU.1 (CU 0006.2.1) Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	2(N)	CU.1	0	
					TN.K.2.CU.2 (CU 0006.2.2) Match quantities to 25 with numerals and written words.	2(N)	CU.2	0	
					TN.K.2.CU.6 (CU 0006.2.6) Quickly recognize the number of objects in a small set.	2(N)	CU.6	0	
					TN.K.2.CU.7 (CU 0006.2.7) Recognize zero (0) as a set with "no objects".	2(N)	CU.7	0	
					TN.K.2.CU.17 (CU 0006.2.17) Understand that numbers can be represented by different groupings.	2(N)	CU.17	0	
				TN.K.2.GLE.3 (GLE 0006.2.3) Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	2(N)	GLE.3	0		

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
CC	4a	CC.K.CC.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.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.CU.1 (CU 0006.2.1) Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	2(N)	CU.1	0	
					TN.K.2.CU.2 (CU 0006.2.2) Match quantities to 25 with numerals and written words.	2(N)	CU.2	0	
CC	4b	CC.K.CC.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.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.GLE.2 (GLE 0006.2.2) Create, represent and recognize a set with a given number of objects.	2(N)	GLE.2	0	
					TN.K.2.GLE.3 (GLE 0006.2.3) Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	2(N)	GLE.3	0	
					TN.K.2.CU.6 (CU 0006.2.6) Quickly recognize the number of objects in a small set.	2(N)	CU.6	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
					TN.K.2.CU.12 (CU 0006.2.12) Model simple joining and separating situations with objects.	2(N)	CU.12	0	
CC	4c	CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.CU.14 (CU 0006.2.14) Understand add as "put together" or "count on" and solve addition problems with sums less than 20.	2(N)	CU.14	0	
					TN.K.2.CU.12 (CU 0006.2.12) Model simple joining and separating situations with objects.	2(N)	CU.12	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
CC	5	CC.K.CC.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	K	K	TN.K.1.GLE.4 (GLE 0006.1.4) Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	1(P)	GLE.4	0	
					TN.K.1.GLE.5 (GLE 0006.1.5) Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	1(P)	GLE.5	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.GLE.2 (GLE 0006.2.2) Create, represent and recognize a set with a given number of objects.	2(N)	GLE.2	0	
					TN.K.2.GLE.3 (GLE 0006.2.3) Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	2(N)	GLE.3	0	
					TN.K.2.GLE.5 (GLE 0006.2.5) Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	2(N)	GLE.5	0	
					TN.K.2.CU.1 (CU 0006.2.1) Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	2(N)	CU.1	0	
					TN.K.2.CU.2 (CU 0006.2.2) Match quantities to 25 with numerals and written words.	2(N)	CU.2	0	

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CC	5	CC.K.CC.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	K	K	TN.K.2.CU.5 (CU 0006.2.5) Create a set with a given number of objects.	2(N)	CU.5	0	
					TN.K.2.CU.6 (CU 0006.2.6) Quickly recognize the number of objects in a small set.	2(N)	CU.6	0	
					TN.K.2.CU.10 (CU 0006.2.10) Recognize 6 through 10 as "five and some ones."	2(N)	CU.10	0	
					TN.K.2.CU.17 (CU 0006.2.17) Understand that numbers can be represented by different groupings.	2(N)	CU.17	0	
CC	6	CC.K.CC.6 Compare numbers. 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. (Include groups with up to ten objects.)	K	K	TN.K.2.CU.8 (CU 0006.2.8) Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	2(N)	CU.8	0	
					TN.K.2.CU.9 (CU 0006.2.9) Order the numbers through 25 using numerals and words.	2(N)	CU.9	0	
					TN.K.1.GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
TN.K.2.GLE.3 (GLE 0006.2.3) Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	2(N)	GLE.3	0						

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CC	7	CC.K.CC.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.2.GLE.1 (GLE 0006.2.1) Count objects in a set and use numbers, including written numerals to 25.	2(N)	GLE.1	0	
					TN.K.2.CU.9 (CU 0006.2.9) Order the numbers through 25 using numerals and words.	2(N)	CU.9	0	
					TN.K.2.CU.8 (CU 0006.2.8) Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	2(N)	CU.8	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
OA	1	CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	K	K	TN.K.1.GLE.4 (GLE 0006.1.4) Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	1(P)	GLE.4	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1.GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.1.CU.1 (CU 0006.1.1) Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).	1(P)	CU.1	0	
					TN.K.1.CU.9 (CU 0006.1.9) Use age-appropriate books, stories, and videos to convey ideas of mathematics.	1(P)	CU.9	0	
					TN.K.2.GLE.4 (GLE 0006.2.4) Understand addition as "putting together" and subtraction as "breaking apart."	2(N)	GLE.4	0	
					TN.K.2.GLE.5 (GLE 0006.2.5) Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	2(N)	GLE.5	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
OA	1	CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	K	K	TN.K.2.CU.12 (CU 0006.2.12) Model simple joining and separating situations with objects.	2(N)	CU.12	0	
					TN.K.2.CU.13 (CU 0006.2.13) Add and subtract single-digit numbers whose total or difference is between 0 and 10.	2(N)	CU.13	0	
					TN.K.2.CU.14 (CU 0006.2.14) Understand add as "put together" or "count on" and solve addition problems with sums less than 20.	2(N)	CU.14	0	
					TN.K.2.CU.15 (CU 0006.2.15) Understand subtraction as "break apart" or "take away" and solve subtraction problems using numbers 1 through 10.	2(N)	CU.15	0	
OA	2	CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1.GLE.2 (GLE 0006.1.2) Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	1(P)	GLE.2	0	
					TN.K.1.GLE.3 (GLE 0006.1.3) Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	1(P)	GLE.3	0	

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OA	2	CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K	K	TN.K.1.GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.1.CU.1 (CU 0006.1.1) Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).	1(P)	CU.1	0	
					TN.K.2.GLE.4 (GLE 0006.2.4) Understand addition as "putting together" and subtraction as "breaking apart."	2(N)	GLE.4	0	
					TN.K.2.GLE.5 (GLE 0006.2.5) Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	2(N)	GLE.5	0	
					TN.K.2.CU.16 (CU 0006.2.16) Model, demonstrate, and solve story problems that illustrate addition and subtraction.	2(N)	CU.16	0	
OA	3	CC.K.OA.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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 $5 = 4 + 1$).	K	K	TN.K.2.GLE.5 (GLE 0006.2.5) Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	2(N)	GLE.5	0	
					TN.K.1.GLE.4 (GLE 0006.1.4) Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	1(P)	GLE.4	0	
					TN.K.1.CU.1 (CU 0006.1.1) Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).	1(P)	CU.1	0	
					TN.K.2.CU.17 (CU 0006.2.17) Understand that numbers can be represented by different groupings.	2(N)	CU.17	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
OA	4	CC.K.OA.4 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.	K	K	TN.K.2.GLE.5 (GLE 0006.2.5) Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	2(N)	GLE.5	0	
					TN.K.2.CU.17 (CU 0006.2.17) Understand that numbers can be represented by different groupings.	2(N)	CU.17	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.5 (GLE 0006.1.5) Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	1(P)	GLE.5	0	
					TN.K.1.CU.1 (CU 0006.1.1) Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).	1(P)	CU.1	0	
					TN.K.1.CU.2 (CU 0006.1.2) Begin to develop the concept of estimation using concrete objects.	1(P)	CU.2	0	
OA	5	CC.K.OA.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.	K	K	TN.K.2.CU.13 (CU 0006.2.13) Add and subtract single-digit numbers whose total or difference is between 0 and 10.	2(N)	CU.13	0	
					TN.K.2.GLE.4 (GLE 0006.2.4) Understand addition as "putting together" and subtraction as "breaking apart."	2(N)	GLE.4	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	

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NBT	1	CC.K.NBT.1 Work with numbers 11-19 to gain foundations for place value. 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.2.GLE.5 (GLE 0006.2.5) Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	2(N)	GLE.5	0	
					TN.K.2.CU.17 (CU 0006.2.17) Understand that numbers can be represented by different groupings.	2(N)	CU.17	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.2 (GLE 0006.1.2) Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	1(P)	GLE.2	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1.GLE.4 (GLE 0006.1.4) Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	1(P)	GLE.4	0	
					TN.K.1.CU.9 (CU 0006.1.9) Use age-appropriate books, stories, and videos to convey ideas of mathematics.	1(P)	CU.9	0	

Kindergarten
Common Core State Standards Crosswalk to TN State Standards - Math

KEY:

CC = Counting and Cardinality **OA** = Operations and Algebraic Thinking **NBT** = Number Operations in Base Ten
NF = Number and Operations - Fractions **MD** = Measurement and Data **G** = Geometry **CU** = Check for Understanding **GLE** = Grade Level

Examples:

CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
NBT	1	CC.K.NBT.1 Work with numbers 11-19 to gain foundations for place value. 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	K	K	TN.K.4.GLE.3 (GLE 0006.4.3) Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object).	4(G)	GLE.3	0	
					TN.K.4.CU.7 (CU 0006.4.7) Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	4(G)	CU.7	0	
					TN.K.5.GLE.1 (GLE 0006.5.1) Sort objects and use one or more attributes to solve problems.	5(D)	GLE.1	0	
					TN.K.5.GLE.2 (GLE 0006.5.2) Re-sort objects using new attributes.	5(D)	GLE.2	0	
					TN.K.5.CU.1 (CU 0006.5.1) Sort objects into sets and describe how the objects were sorted.	5(D)	CU.1	0	
					TN.K.5.CU.2 (CU 0006.5.2) Sort objects in different ways.	5(D)	CU.2	0	
					TN.K.3.GLE.3 (GLE 0006.3.3) Describe qualitative change.	3(A)	GLE.3	0	
					TN.K.3.CU.5 (CU 0006.3.5) Describe change in attributes according to qualitative criteria such as longer/shorter, colder/warmer, heavier/lighter.	3(A)	CU.5	0	

**Kindergarten
Common Core State Standards Crosswalk to TN State Standards - Math**

KEY:

CC = Counting and Cardinality OA = Operations and Algebraic Thinking NBT = Number Operations in Base Ten
NF = Number and Operations - Fractions MD = Measurement and Data G = Geometry CU = Check for Understanding GLE = Grade L

Examples:

CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
MD	2	CC.K.MD.2 Describe and compare measurable attributes. 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.	K	K	TN.K.4.GLE.3 (GLE 0006.4.3) Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object).	4(G)	GLE.3	0	
					TN.K.4.CU.7 (CU 0006.4.7) Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	4(G)	CU.7	0	
					TN.K.3.GLE.3 (GLE 0006.3.3) Describe qualitative change.	3(A)	GLE.3	0	
					TN.K.3.CU.5 (CU 0006.3.5) Describe change in attributes according to qualitative criteria such as longer/shorter, colder/warmer, heavier/lighter.	3(A)	CU.5	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.2 (GLE 0006.1.2) Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	1(P)	GLE.2	0	

**Kindergarten
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Examples:

CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
MD	3	CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	K	K	TN.K.5.GLE.1 (GLE 0006.5.1) Sort objects and use one or more attributes to solve problems.	5(D)	GLE.1	0	
					TN.K.5.GLE.2 (GLE 0006.5.2) Re-sort objects using new attributes.	5(D)	GLE.2	0	
					TN.K.5.CU.1 (CU 0006.5.1) Sort objects into sets and describe how the objects were sorted.	5(D)	CU.1	0	
					TN.K.5.CU.2 (CU 0006.5.2) Sort objects in different ways.	5(D)	CU.2	0	
					TN.K.5.CU.3 (CU 0006.5.3) Collect and count data.	5(D)	CU.3	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
TN.K.1.GLE.5 (GLE 0006.1.5) Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	1(P)	GLE.5	0						

Kindergarten
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Examples:

CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
G	1	CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.	K	K	TN.K.4.GLE.1 (GLE 0006.4.1) Interpret and describe the physical world with geometric ideas and vocabulary.	4(G)	GLE.1	0	
					TN.K.4.GLE.2 (GLE 0006.4.2) Use positional terms to specify locations with simple relationships.	4(G)	GLE.2	0	
					TN.K.4.CU.1 (CU 0006.4.1) Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.	4(G)	CU.1	0	
					TN.K.4.CU.2 (CU 0006.4.2) Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).	4(G)	CU.2	0	
					TN.K.4.CU.3 (CU 0006.4.3) Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).	4(G)	CU.3	0	
					TN.K.4.CU.6 (CU 0006.4.6) Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories.	4(G)	CU.6	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	

Kindergarten
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KEY:

CC = Counting and Cardinality **OA** = Operations and Algebraic Thinking **NBT** = Number Operations in Base Ten
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Examples:

CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
G	1	CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.	K	K	TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.1.GLE.7 (GLE 0006.1.7) Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	1(P)	GLE.7	0	
					TN.K.1.CU.9 (CU 0006.1.9) Use age-appropriate books, stories, and videos to convey ideas of mathematics.	1(P)	CU.9	0	
G	2	CC.K.G.2 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.	K	K	TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1.GLE.4 (GLE 0006.1.4) Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	1(P)	GLE.4	0	
					TN.K.4.CU.1 (CU 0006.4.1) Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.	4(G)	CU.1	0	
					TN.K.4.CU.2 (CU 0006.4.2) Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).	4(G)	CU.2	0	
					TN.K.4.GLE.1 (GLE 0006.4.1) Interpret and describe the physical world with geometric ideas and vocabulary.	4(G)	GLE.1	0	

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Examples:

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
G	3	CC.K.G.3 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	K	K	TN.K.4.GLE.1 (GLE 0006.4.1) Interpret and describe the physical world with geometric ideas and vocabulary.	4(G)	GLE.1	0	
					TN.K.4.CU.3 (CU 0006.4.3) Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).	4(G)	CU.3	0	
					TN.K.4.CU.4 (CU 0006.4.4) Sort solid figures into groups, name and describe the attributes of the shapes.	4(G)	CU.4	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.3.CU.4 (CU 0006.3.4) Sort, order and classify objects by attribute and identify objects that do not belong in a particular group.	3(A)	CU.4	0	

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CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
G	4	CC.K.G.4 Analyze, compare, create, and compose shapes. 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).	K	K	TN.K.4.CU.1 (CU 0006.4.1) Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.	4(G)	CU.1	0	
					TN.K.4.CU.2 (CU 0006.4.2) Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).	4(G)	CU.2	0	
					TN.K.4.CU.3 (CU 0006.4.3) Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices).	4(G)	CU.3	0	
					TN.K.4.CU.4 (CU 0006.4.4) Sort solid figures into groups, name and describe the attributes of the shapes.	4(G)	CU.4	0	
					TN.K.1.GLE.1 (GLE 0006.1.1) Use mathematical language, symbols, and definitions while developing mathematical reasoning.	1(P)	GLE.1	0	
					TN.K.1.GLE.6 (GLE 0006.1.6) Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	1(P)	GLE.6	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.4.GLE.1 (GLE 0006.4.1) Interpret and describe the physical world with geometric ideas and vocabulary.	4(G)	GLE.1	0	
					TN.K.3.GLE.2 (GLE 0006.3.2) Recognize attributes (such as color, shape, size) and patterns (such as repeated pairs, bilateral symmetry).	3(A)	GLE.2	0	

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CC.K.CC.5 indicates the following: Common Core . Kindergarten . Domain is Counting and Cardinality . Standard #5

CCSS Strand	CCSS Standard #	CCSS Standard	CCSS Grade	Matched Grade	TN Matched Standard	TN Strand	TN Standard #	Grade Difference	Degree of Match
G	5	CC.K.G.5 Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	K	K	TN.K.4.GLE.1 (GLE 0006.4.1) Interpret and describe the physical world with geometric ideas and vocabulary.	4(G)	GLE.1	0	
					TN.K.4.CU.5 (CU 0006.4.5) Use basic shapes and spatial reasoning to model objects and construct more complex shapes.	4(G)	CU.5	0	
					TN.K.1.GLE.7 (GLE 0006.1.7) Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	1(P)	GLE.7	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
G	6	CC.K.G.6 Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"	K	K	TN.K.4.GLE.1 (GLE 0006.4.1) Interpret and describe the physical world with geometric ideas and vocabulary.	4(G)	GLE.1	0	
					TN.K.4.CU.5 (CU 0006.4.5) Use basic shapes and spatial reasoning to model objects and construct more complex shapes.	4(G)	CU.5	0	
					TN.K.1.GLE.2 (GLE 0006.1.2) Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	1(P)	GLE.2	0	
					TN.K.1GLE.8 (GLE 0006.1.8) Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	1(P)	GLE.8	0	
					TN.K.1.GLE.5 (GLE 0006.1.5) Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	1(P)	GLE.5	0	

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Common Core State Standards Crosswalk to TN State Standards - Math

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