



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH

Common Core State Standards for Language Arts and Mathematics (Kindergarten)

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Common Core State Standards for Language Arts and Mathematics (Kindergarten)

This document aligns the content from the Kindergarten strand of the *Common Core State Standards for Language Arts and Mathematics* with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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English Language Arts/Literacy

Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
2. With prompting and support, retell familiar stories, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
3. With prompting and support, identify characters, settings, and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books

Craft and Structure

4. Ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
5. Recognize common types of texts (e.g., storybooks, poems).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Integration of Knowledge and Ideas

7. 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).	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
8. (Not applicable to literature)			
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Literacy

A. Awareness of Print Concepts

1. Participates in shared group reading

Reading Standards for Informational Text**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.

Literacy

D. Vocabulary and Story Comprehension

2.2 Answers and asks questions related to story

2. With prompting and support, identify the main topic and retell key details of a text.

Literacy

D. Vocabulary and Story Comprehension

2. Retells simple story

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Social-Communication

D. Social Use of Language

2. Provides and seeks information while conversing using words, phrases, or sentences

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

Literacy

D. Vocabulary and Story Comprehension

3. Demonstrates understanding of abstract story vocabulary

5. Identify the front cover, back cover, and title page of a book.

Literacy

D. Vocabulary and Story Comprehension

3.2 Demonstrates understanding of title, author, and illustrator

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Literacy

D. Vocabulary and Story Comprehension

3.2 Demonstrates understanding of title, author, and illustrator

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Integration of Knowledge and Ideas			
7. 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).	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
8. With prompting and support, identify the reasons an author gives to support points in a text.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Range of Reading and Level of Text Complexity			
10. Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
a. Follow words from left to right, top to bottom, and page by page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
b. Recognize that spoken words are represented in written language by specific sequences of letters.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
c. Understand that words are separated by spaces in print.	Literacy	C. Alphabet Knowledge	3. Recognizes print words for common or familiar people, objects, or pictures
	Literacy	C. Alphabet Knowledge	3.1 Recognizes own first name in print
	Literacy	C. Alphabet Knowledge	3.2 Recognizes common signs and logos
d. Recognize and name all upper- and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Literacy	B. Phonological Awareness	All
a. Recognize and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
b. Count, pronounce, blend, and segment syllables in spoken words.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
c. Blend and segment onsets and rimes of single-syllable spoken words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
d. 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/.)	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Literacy	B. Phonological Awareness	All
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
Fluency			
4. Read emergent-reader texts with purpose and understanding.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words

Writing Standards

Text Types and Purposes

1. 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., My favorite book is . . .).	Literacy	E. Writing	1.1 Dictates description of drawing
	Literacy	E. Writing	2. Writes and draws for a variety of purposes
2. 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.	Literacy	E. Writing	1.1 Dictates description of drawing
3. 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.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Research to Build and Present Knowledge			
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
9. (Begins in grade 4)			
Range of Writing			
10. (Begins in grade 3)			

Speaking and Listening Standards			
Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
b. Continue a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
2. 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.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Presentation and Knowledge of Ideas			
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6. Speak audibly and express thoughts, feelings, and ideas clearly.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Language Standards			
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Social-Communication	C. Communicative Expression	3. Uses helping verbs
	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
a. Print many upper- and lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Literacy	E. Writing	3.1 Writes using developmental spelling
b. Use frequently occurring nouns and verbs.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
f. Produce and expand complete sentences in shared language activities.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Literacy	E. Writing	3. Writes words using conventional spelling
	Literacy	E. Writing	3. Writes words using conventional spelling

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
a. Capitalize the first word in a sentence and the pronoun I.	Literacy	E. Writing	3. Writes words using conventional spelling
b. Recognize and name end punctuation.	Literacy	E. Writing	3.1 Writes using developmental spelling
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Literacy	E. Writing	3.1 Writes using developmental spelling
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Literacy	E. Writing	3.1 Writes using developmental spelling

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Knowledge of Language			
3. (Begins in grade 2)			
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
b. 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.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Mathematics

Counting and Cardinality (K.CC)

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.	Math	A. Counting	4. Skip counts by tens to 100
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
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).	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20

B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
a. 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.	Math	A. Counting	1. Counts out 3 items
	Math	A. Counting	2. Counts out 10 items
	Math	A. Counting	3. Counts out 20 items
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.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
c. Understand that each successive number name refers to a quantity that is one larger.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
5. 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.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Math	A. Counting	3.1 Counts 20 items to determine "How many?"

CCSS for Kindergartners	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
C. Compare numbers.			
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 or counting strategies.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
7. Compare two numbers between 1 and 10 presented as written numerals.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Operations and Algebraic Thinking (K.OA)			
A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
1. Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
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 $5 = 4 + 1$).	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
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.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
5. Fluently add and subtract within 5.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Number and Operations in Base Ten (K.NBT)

A. Work with numbers 11–19 to gain foundations for place value.

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.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Measurement and Data (K.MD)

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
2. 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.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
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Domain: Geometry (K.G)			
A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
1. 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.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2. Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
B. Analyze, compare, create, and compose shapes.			
4. 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).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts