	2003 NCSCOS	2009 Essential Standards
Number and Algebra		
Representing numbers	Through 99 Model, number word and number using multiple representations	Through 100
Counting	Through 99	Through 100
Reading and writing numbers	Through 99	Through 100
Place value (tens, ones)	Through 99	1.N.1.6- Only up to 30
Estimate up to 100	No specifics	Estimating using a range (e.g,, 11-20, 21-30)
Equivalence in sets and numbers	Through 99	Using equal sign to show equivalence between two sides of an equation Interpret simple number sentences as models and models as number sentences
2's 5s and 10s	Counting objects by 2s, 5s and 10s Skip counting by 2s, 5s and 10s	Counting objects by 2s, 5s and 10s
Single digit addition and subtraction (up to 9+9)	All single digit addition and subtraction problems (9+9)	Only sums to 10 and differences from 10.
Addition and subtraction word problems	Solve them	Multi-step with numbers to 30 Single-step with numbers to 100 Addition properties (commutative, associative, identity) Inverse properties of addition and subtraction
Fair shares	Sharing equally between 2 and 3 people	Dealing with remainders with fair shares Even numbers can be shared between two people without leftovers
Composing and decomposing numbers		Part-part-whole relationships (e.g., 23 is made of 20 and 3) Using the idea of 10 and a few more for numbers 11-19 (e.g., 12 is 10 and 2 more) Working with 10 more and 10 less for any given number up to 100
Patterns	Identify the unit, create, extend, translate into different forms	Identify the unit, correct errors, extend
Sorting	Sort or classify by two attributes Venn Diagrams to illustrate similarities and differences	Explain how a collection of objects can be classified or sorted in various ways

Measurement		
Time	Hour and half-hour Solving problems (clock and calendar)	Remember days and months in order Recognize difference between day, week, and month
Length and weight	Non-standard (capacity too) Estimate size Compare by attribute	Non-standard units Compare 3 to 5 objects
Geometry		
2-Dimensional	Identify, build, draw, name parallelograms, squares, trapezoids, and hexagons. Solve problems using spatial visuzalization (how many squares in a grid)	Classify parallelograms, rhombi, trapezoids and hexagons by attributes (number of faces, side length, numbers of angles)
3-Dimensional	Identify, build, draw, name cylinder, cones, and rectangular prisms.	Classify prisms and pyramids by attributes (number of faces, edges, side length, number of angles)
Both 2-D and 3-D	Compare and contrast geometric figures	Compare in terms of perspective and orientation (e.g., different views of a rectangular prism, trapezoid)
Data		
Probability	Describe events as certain, impossible, more likely, less likely	None
Graphing	Collect, organize, describe and display data using line plots and tallies	Collect, display, analyze and interpret data in response to specific questions Picture graphs, line plots, lists, tallies for categorical and numerical data

Please note in the Kindergarten Essential Standards:
Writing numerals- only to 10
Number sense work focuses on using 5 and 10 as benchmarks
Addition symbol is not introduced- action language of "joined"