



SC CCR Mathematics Standards and SC Early Learning Standards Crosswalk

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Table of Contents

Introduction	3
Data, Probability, and Statistical Reasoning.....	4
Standard K.DPSR.1 Collect and organize data and communicate through multiple representations.	4
Measurement, Geometry, and Spatial Reasoning	5
K.MGSR.1 Describe and compare objects in real-world situations using units of length, weight, money, and time.	5
K.MGSR.2 Analyze, describe, and manipulate shapes to make sense of their relationships in mathematical and real-world situations.	5
Numerical Reasoning	6
K.NR.1 Represent multi-digit numbers in a variety of ways to build the foundation for place value understanding.	6
K.NR.2 Demonstrate and explain the relationship between numbers and quantities.....	7
K.NR.3 Demonstrate the ability to compare quantities of objects and numerals representing quantities of objects.....	7
Patterns, Algebra, and Functional Reasoning	8
K.PAFR.1 Develop an understanding of the relationship between addition and subtraction to solve problems.	8
K.PAFR.2 Recognize, describe, extend, and create patterns.	8

Introduction

Children’s experiences before they enter school matter. Research shows that children who experience high-quality care and education, and who enter school well-prepared, are more successful in school and later in their lives. Therefore, the South Carolina Early Learning Standards (*SC-ELS*) were created to be a resource for all programs serving young children in South Carolina. The *SC-ELS* provide support for teachers working with children from all cultural and linguistic backgrounds and with children with divergent learning needs. Teachers and caregivers can turn to the *SC-ELS* to plan for meaningful age-appropriate experiences. The *SC-ELS* serves as the shared vision for what we want for our state’s children, and answers the question “What foundational skills do children need to experience success in school?” By providing this common set of Goals and Developmental Indicators for children from birth through kindergarten entry, our hope is that family members, educators, administrators, and policy makers together can do the best job possible to provide experiences that help children be well prepared for success in school and life.

In order to make the transition to kindergarten smoother and improve the students’ readiness for the challenges of elementary school, standards for our early learners must be aligned with those in the elementary school. According to the Center for Public Education, there are several characteristics of high-quality pre-kindergarten programs. One such characteristic is standards alignment. Research shows that standards alignment beginning with pre-kindergarten standards is imperative to sustaining positive effects throughout the elementary years (March 2007).

What is the *Crosswalk to the South Carolina Early Learning Standards*?

The *Crosswalk to the South Carolina Early Learning Standards* provides educators, caregivers, parents and families a side-by-side vision of early learning development and:

- horizontally aligns with the *South Carolina College and Career Ready Kindergarten Standards* (SC CCR),
- highlights the bridge of developmental indicators from older preschoolers to kindergarten, and
- shows a representation of the whole child.

Data, Probability, and Statistical Reasoning

Standard K.DPSR.1 Collect and organize data and communicate through multiple representations.

5K Indicator	EL Indicator
K.DPSR.1.1 Sort pictures or objects into at least two categories. Count to determine how many are in each category. Limit to 20 pictures or objects.	<p>Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute).</p> <p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p>
K.DPSR.1.2 Answer questions about data organized in a t-chart, object graph, or picture graph.	<p>Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute).</p> <p>Organize and use information through matching, grouping, and sequencing.</p>

Measurement, Geometry, and Spatial Reasoning

K.MGSR.1 Describe and compare objects in real-world situations using units of length, weight, money, and time.

5K Indicator	EL Indicator
K.MGSR.1.1 Identify a penny, nickel, dime, and quarter.	No corresponding indicator.
K.MGSR.1.2 Directly compare two objects using words including <i>shorter, longer, taller, lighter, and heavier</i> .	Express knowledge gathered with their senses using play, various art forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone).

K.MGSR.2 Analyze, describe, and manipulate shapes to make sense of their relationships in mathematical and real-world situations.

5K Indicator	EL Indicator
K.MGSR.2.1 Identify and describe the attributes of triangles, squares, rectangles, circles, cubes, and spheres to include everyday situations.	<p>Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).</p> <p>Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment.</p> <p>Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).</p>

K.MGSR.2.2 Describe relative positions of objects by appropriately using terms including <i>below, above, beside, between, inside, outside, in front of, or behind</i> .	Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.
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Numerical Reasoning

K.NR.1 Represent multi-digit numbers in a variety of ways to build the foundation for place value understanding.

5K Indicator	EL Indicator
K.NR.1.1 Read, write, and represent the numerals 0 to 20 and represent the written numeral with concrete models.	<p>Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.</p> <p>Given a number 0-5, count out that many objects.</p> <p>Match numerals 1-10 to sets of objects, with guidance and support.</p>
K.NR.1.2 Compose and decompose numbers from 11 to 19 into tens and ones by using concrete objects, pictorial models, or drawings to demonstrate understanding that the teen numbers are composed of one set of ten ones and a few more ones.	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).

K.NR.2 Demonstrate and explain the relationship between numbers and quantities.

5K Indicator	EL Indicator
K.NR.2.1 Count forward by ones and tens to 100 and backward from 10 by ones.	Rote count to 20 with increasing accuracy.
K.NR.2.2 Subitize a quantity of up to 10 objects in an organized arrangement without counting, explaining how one grouped the objects within the set to determine the total quantity.	State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).
K.NR.2.3 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	Given a number 0-5, count out that many objects.
K.NR.2.4 Given a number from 0 to 20, count out that many objects.	Given a number 0-5, count out that many objects.

K.NR.3 Demonstrate the ability to compare quantities of objects and numerals representing quantities of objects.

5K Indicator	EL Indicator
K.NR.3.1 Compare up to 10 objects in one set to another set of up to 10 objects using the phrases <i>more than</i> , <i>fewer than</i> , or <i>the same as</i> .	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.

Patterns, Algebra, and Functional Reasoning

K.PAFR.1 Develop an understanding of the relationship between addition and subtraction to solve problems.

5K Indicator	EL Indicator
K.PAFR.1.1 Add and subtract number combinations within 5.	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).
K.PAFR.1.2 Create a sum of 10 using objects and drawings when given one of two addends 0–9, to include real-world situations.	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).
K.PAFR.1.3 Compose and decompose numbers up to 10 in different ways. Record using objects or drawings.	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).
K.PAFR.1.4 Solve add-to/joining, take-from/separating, part-part-whole (total unknown), part-part-whole (both addends unknown) real-world situations to find sums and differences within 10.	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).

K.PAFR.2 Recognize, describe, extend, and create patterns.

5K Indicator	EL Indicator
K.PAFR.2.1 Describe, extend, and create (to the next term) simple repeating patterns in the form of AB, AAB, ABB, and ABC.	Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). Show beginning abilities to create simple repeating patterns.