Domain	Cluster	Code	Common Core State Standard	Hawaiian Interpretation	Notes
Counting and Cardinality Ka Helu ʻAna a me ka Heluna	Know number names and the count sequence. ʻIke i nā Inoa Helu a Helu i ke Kaʻina.	K.CC.1 M.HH.1	Count to 100 by ones and by tens.	Helu pākahi a helu pā ʻumi a i ka 100.	
		K.CC.2 M.HH.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Helu aʻe me ka hoʻomaka ʻana ma ka helu i hāʻawi ʻia mai loko mai o ke kaʻina helu i kamaʻāina (me ka hoʻomaka ʻole ma ka 1).	Count up??? Helu i mua or i luna seemed too gross
		K.CC.3 M.HH.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).	Kākau i nā helu mai ka 0 a i ka 20. Hōʻike i ke kū ʻana o kekahi helu 0-20 no ka heluna o nā mea o kekahi hui (he 0 ka mea e hōʻike ʻia inā ʻaʻohe mea o ka hui).	
	Count to tell the number of objects. Helu e haʻi i ka heluna o nā mea o kekahi hui.	K.CC.4 M.HH.4	Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 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. c. Understand that each successive number name refers to a quantity that is one larger.	Maopopo ka pilina o nā helu a me nā heluna; hoʻopili i ka helu ʻana me ka helu kaʻina ʻana. a. I ka helu ʻana i nā mea, ʻōlelo i nā inoa helu i ke kaʻina maʻa mau, me ka hoʻopili ʻana mai i nā mea pākahi i hoʻokahi inoa helu wale nō a me ka hoʻopili hoʻi ʻana i nā inoa helu i nā mea hoʻokahi wale nō. e. Maopopo ka inoa helu hope loa i ʻōlelo ʻia, ʻo ia nō ka heluna o nā mea i helu ʻia. E like ana ka heluna o nā mea ke hoʻonohonoho ʻokoʻa ʻia a ke hoʻokaʻina ʻokoʻa ʻia. i. Maopopo nā inoa helu e hiki mai ana he heluna e nui aʻe ana he hoʻokahi o ka mea i helu ʻia ma mua.	
		K.CC.5 M.HH.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	Helu i mea e pane ai i ka nīnau, "ʻEhia?" e pili i nā mea a hiki i ka 20 e hoʻonohonoho ʻia ma ka laina, ma ka lau huinahā lōʻihi, a i ʻole ma ka pōʻai; a i ʻole helu i nā mea a	Rectangular array???

			configuration; given a number from 1-20, count out that many objects.	hiki i ka 10 i hoʻonohonoho ʻia ma ka hoʻopuehu ʻana aku; ke kuhikuhi ʻia kekahi helu mai ka 1 a i ka 20, helu papa i ka heluna o nā mea nona ia helu.	
	Compare numbers. Hoʻohālike i nā helu	**K.CC.6** **M.HH.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. (Include groups with up to ten objects.)	Hoʻomaopopo i ka heluna o nā mea o kekahi hui he ʻoi aku, he emi mai, a i ʻole he like i ka heluna o nā mea ma kekahi hui hou aku, e laʻa, ma o ka hoʻohana ʻana i nā kaʻakālai hoʻolike a i nā kaʻakālai helu. (E koho i nā hui o nā mea a i ka heluna he 10.)	
		K.CC.7 **M.HH.7**	Compare two numbers between 1 and 10 presented as written numerals.	Hoʻohālikelike i ʻelua mau helu mai ka 1 a i ka 10 i hāʻawi ʻia ma ke kākau ʻia ʻana mai.	
Operations and Algebraic Thinking Nā Hana Hoʻomākalakala a me ka Manaʻo Hōʻailona Helu	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Maopopo ka hoʻohui ʻana he hui pū ʻana a he hoʻopākuʻi ʻana, a maopopo ka hoʻolawe he wehe ʻana a	**K.OA.1** **M.HHM.1**	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.	Hōʻike i ka hoʻohui ʻana a i ka hoʻolawe ʻana ma o nā mea, nā manamana lima, nā kiʻi manaʻo, nā kahakiʻI (ʻaʻole pono nā kiʻi kikoʻī/pilikahi, akā pono e hōʻike ʻia ka hana pili helu/makemakika ma ka polopolema/nane pilihelu), nā kani (e laʻa, ka paʻipaʻi lima ʻana), ka hana keaka ʻana, nā wehewehena haʻiwaha, nā haʻihelu a i ʻole nā hopuna helu.	
		K.OA.2 **M.HHM.2**	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Hoʻomākalakala i nā polopolema huaʻōlelo /moʻolelo nane, a hoʻohui a hoʻolawe a i ka 10, e laʻa, ma o ka hoʻohana ʻana i nā mea a i ʻole ma o ke kahakiʻi ʻana no ka hōʻike ʻana i ka polopolema/nane pili helu.	
		K.OA.3 **M.HHM.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).	Wāwahi i nā helu i emi mai a i ʻole i like i ka 10 ma nā pālua o nā ʻano like ʻole, e laʻa, ma o ka hoʻohana ʻana i nā mea a i ʻole ma o ke kahakiʻi ʻana, a hoʻopalapala i nā wāwahi pākahi a pau ma ke kiʻi a i ʻole ka hopunahelu (e laʻa, 5 = 2 + 3 a 5 = 4 +	Decompose? Align with Papa 1

	he lawe ʻana.			1).	
		K.OA.4 **M.HHM.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.	No nā helu a pau mai ka 1 a i ka 9, e ʻimi a loaʻa ka helu e kō ana ka 10 ke hoʻohui ʻia me ka helu i hāʻawi ʻia, e laʻa, ma o ka hoʻohana ʻana i nā mea a i ʻole ma o ke kahakiʻi ʻana, a hoʻopalapala i ka haʻina ma ke kiʻi a i ʻole ka hopunahelu.	
		K.OA.5 **M.HHM.5**	Fluently add and subtract within 5.	Hoʻohui a hoʻolawe a i ka 5 me ka mākaukau loa.	
Number and Operations in Base Ten Nā Helu a me nā Hana Hoʻomākalakala ma ke Kumu Hoʻonui Pāʻumi	Work with numbers 11-19 to gain foundations for place value. Hana me nā helu 11-19 e hoʻokahua i ka ʻike kūana helu.	**K.NBT.1** **M.HKP.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 (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.	Hoʻoulu a wāwahi i nā helu mai ka 11 a i ka 19 ma ʻumi mau ʻekahi a he mau ʻekahi hou aku, e laʻa, ma o ka hoʻohana ʻana i nā mea a i ʻole ma o ke kahakiʻi ʻana, a hoʻopalapala i nā hoʻoulu pākahi a pau a i ʻole nā wāwahi pākahi a pau ma ke kiʻi a i ʻole ka hopunahelu (e like me ka 18 = 10 + 8); maopopo ka hoʻoulu ʻana mai o kēia mau helu, he ʻumi mau ʻekahi a he ʻekahi, he ʻelua, he ʻekolu, he ʻehā, he ʻelima, he ʻeono, he ʻehiku, he ʻewalu, a i ʻole he ʻeiwa mau ʻekahi hou aku.	
Measurement and Data Ke Ana ʻAna a me ka ʻIkepili/ʻIke	Describe and compare measurable attributes. Haʻi ʻano a hoʻohālike i nā ʻanopili e hiki ke ana ʻia.	**K.MD.1** **M.AʻI.1**	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Wehewehe i nā ʻanopili e hiki ai ke ana ʻia, e like me ka lōʻihi a i ʻole ke kaumaha. Wehewehe i nā ʻanopili like ʻole e hiki ke ana ʻia o ka mea hoʻokahi.	
		K.MD.2 **M.AʻI.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.	Hoʻohālikelike pili pono i ʻelua mau mea me ke ʻanopili like no ka nānā ʻana i ka mea nona ke ʻanopili ʻoi aku/emi mai, a haʻi ʻano i ka ʻokoʻa. E laʻa, hoʻohālikelike pili pono i ka lōʻihi o ʻelua mau keiki a wehewehe i kekahi keiki ʻo ia ka mea lōʻihi a i ʻole pōkole.	
	Classify objects and	**K.MD.3**	Classify objects into given categories; count the numbers of objects in each	Wae ʻano/Hoʻonohonoho papa i nā mea ma nā mahele i hāʻawi ʻia; helu i nā mea	

	count the number of objects in each category. Wae ʻano/ Hoʻonohonoho papa i nā mea a helu i nā mea o nā mahele	M.AʻI.3	category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	o kekahi mahele a wae ʻano/hoʻonohonoho papa ma ka heluna. (Kaupalena i nā mea o kekahi mahele he 10 mau mea wale nō a emi mai paha.)	
Geometry Ke Anahonua	Identify and describe shapes Hoʻomaopopo a wehewehe i nā kinona	K.G.1 M.A.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.	Wehewehe i nā mea e hoʻopuni ana i ke keiki me ka hoʻohana ʻana i nā inoa o nā kinona, a wehewehe i kahi o kēia mau mea ma o nā huaʻōlelo e like me ma luna, i lalo, i ka ʻaoʻao, i mua, ma hope, kokoke.	
		K.G.2 M.A.2	Correctly name shapes regardless of their orientations or overall size.	Haʻi inoa pono i nā kinona me ka nānā ʻole i ko lākou hoʻonohonoho ʻia ʻana a i ʻole ko lākou nui holoʻokoʻa.	
		K.G.3 M.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Hoʻomaopopo i nā kinona papa (e moe ana) a i nā kinona paʻa.	
	Analyze, compare, create, and compose shapes. Kaʻakālai, hoʻohālike, a haku i nā kinona.	K.G.4 M.A.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).	Kālailai a hoʻohālikelike i nā kinona papa a a i nā kinona paʻa o nā nui like ʻole a o nā hoʻonohonoho like ʻole, ma ka ʻōlelo maʻa mau no ka wehewehe ʻana i nā mea like, i nā mea ʻokoʻa, a i nā mahele (e laʻa, ka heluna o nā ʻaoʻao a o nā kihiʻaki) a me kekahi mau ʻanopili hou aku (e laʻa, like ka lōʻihi o nā ʻaoʻao).	
		K.G.5 M.A.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Hoʻokino i nā kinona o ke ao ma o ke kūkulu ʻana mai nā ʻāpana (e laʻa, nā laʻa lāʻau a me nā pōpō pālolo) a kaha i nā kiʻi kinona.	

		K.G.6 **M.A.6**	Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"	Hoʻoulu i nā kinona maʻalahi no ka hoʻokino ʻana i nā kinona nui aʻe. E laʻa, "Hiki iā ʻoe ke hoʻopākuʻi i kēia mau huinakolu ʻelua i pili paʻa pono kekahi ʻaoʻao e loaʻa ka huinahā lōʻihi?"	