Standard Clarification for Early Childhood Mathematics

ECSQ.MathematicalLiteracy.2.2

Standard.ML.2.2	DOK
Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
• **work with numbers in simple concrete formats** – numbers represented with objects • **work with numbers in pictorial formats** – picture(s) of objects that represent an amount • **number symbols** – numerical characters used in math to show quantity or value (e.g., 4,5,6,7) • **mathematical symbols** – characters used in math to represent concepts (e.g., +, -, =)	• **begin to record** – to start to put in writing • **moving toward use of** – to advance toward applying

Type of Target	Learning Targets: I Can Statements	DOK
P	I can begin to record numbers in a variety of simple concrete formats.	1
P	I can begin to record numbers in a variety of simple pictorial formats.	1
P	I can move toward use of number symbols (e.g., +, -, =).	1
P	I can move toward use of other mathematical symbols.	2
P	I can begin to record my work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	2

Notes/Examples

- 3 represented by a picture of 3 bears.

TS Gold Connections:

- 14a Uses symbols and images to represent something not present: Thinks symbolically (level 4+)
- 19b Demonstrates emergent writing skills: Writes to convey meaning (level 3+)
- 20c Uses number concepts and operations: Connects numerals with their quantities (level 2+)

Resources Used

Michigan Department of Education (2013). *Early childhood standards of quality for prekindergarten.* Lansing, MI: Michigan Department of Education.