Original Common Core	Tennessee NOT Common Core
Count to 100 by ones and by tens.	Count to 100 by ones, fives, and tens. Count backward from 10.
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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).	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
Understand the relationship between numbers and quantities; connect counting to cardinality.	Understand the relationship between numbers and quantities; connect counting to cardinality.
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.	When counting objects, say the number names in the standard order, using one-to-one correspondence.
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.	Recognize 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.
Understand that each successive number name refers to a quantity that is one larger.	Recognize that each successive number name refers to a quantity that is one greater.
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.	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.

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Original Common Core	Tennessee NOT Common Core
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.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
Compare two numbers between 1 and 10 presented as written numerals.	Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.

The slight similarity between the two standards continue on till the end.