

Kindergarten

Counting & Cardinality:
Use number names and
the count
sequence. [K.CC.A](#)

1 Count up to at least 10 by ones. [K.CC.A.1](#)

2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K.CC.A.2](#)

3 Identify and/or write numbers from 0 up to at least 10. [K.CC.A.3](#)

- a Represent a number of objects with a written numeral 0 up to at least 10 (with 0 representing a count of no objects). [K.CC.A.3.A](#)

Counting & Cardinality:
Count to determine the
number of
objects. [K.CC.B](#)

4 Apply the relationship between numbers and quantities and connect counting to cardinality. [K.CC.B.4](#)

- a When counting objects, say or indicate 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. [K.CC.B.4.A](#)
- b Understand that the last number name said or indicated tells the number of objects counted. [K.CC.B.4.B](#)

5 Count to answer “how many?” questions about up to at least 10 things arranged in a line or a rectangular array. [K.CC.B.5](#)

- a Given a number from 1 to up to at least 10, count out that many objects. [K.CC.B.5.A](#)

Counting & Cardinality:
Compare
numbers. [K.CC.C](#)

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 (when the quantities are clearly different), e.g., by using matching and counting strategies (include groups with up to at least 10 objects) (EE: K.C.C.6). [K.CC.C.6](#)

7 Compare two numbers between 1 and up to at least 5 written as numerals.
[K.CC.C.7](#)

**Number & Operations in
Base Ten: Work with
numbers 11–19 to gain
foundations for place
value.** [K.NBT.A](#)

1 Recognize that when a number of objects fills a ten frame, it makes a number called ten. [K.NBT.A.1](#)

**Operations & Algebraic
Thinking: Model and
describe addition as**

1 Represent addition (e.g., “putting together”) or subtraction (e.g., “taking from”) in everyday activities (EE: K.OA.A.1). [K.OA.A.1](#)

putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings. **K.OA.A**

2 Solve addition and subtraction word problems (given orally, visually, or as objects). **K.OA.A.2**

- a** Add and subtract up to at least 5, e.g., by using objects or drawings to represent the problem. **K.OA.A.2.A**

3 Decompose numbers up to at least 5 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 $5 = 4 + 1$). **K.OA.A.3**

4 For any number from 1 to 4, find the number that makes 5 when added to the given number, e.g., by using objects or drawings. **K.OA.A.4**

5 Add and subtract within 5, with or without manipulatives. **K.OA.A.5**

Measurement & Data:
Describe and compare measurable attributes.

K.MD.A

1 Demonstrate an understanding of the meaning of a measurable attribute of an object, such as length or weight. **K.MD.A.1**

2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute. **K.MD.A.2**

- a** For example, directly compare the heights of two children and identify one child as taller/shorter. **K.MD.A.2.A**

Measurement & Data:
Classify objects and count the number of objects in each category. **K.MD.B**

3 Classify objects into at least two categories according to an attribute (big/small, heavy/light). (Category counts should be up to at least 5) **K.MD.B.3**

Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). **K.G.A**

1 Identify objects in the environment using names of shapes, and identify the relative positions of these objects using terms such as above, below, and next to. **K.G.A.1**

2 Identify shapes (circle, square, rectangle, and triangle) regardless of their orientations or overall size. **K.G.A.2**

3 Indicate an understanding of the difference between shapes that are twodimensional (lying in a plane, “flat”) or three-dimensional (“solid”). **K.G.A.3**

Geometry: Analyze, compare, create, and compose shapes. **K.G.B**

4 Identify two- and three- dimensional shapes and indicate their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length). **K.G.B.4**

5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls). **K.G.B.5**

6 Compose at least two simple shapes to form a larger shape. K.G.B.6

- a For example, “Can you join these two triangles with full sides touching to make a rectangle?” K.G.B.6.A