

Kindergarten

Numbers **N**

Names, Sequence, & Counting

- 1 Count to 100 by ones and tens. **K.N.1**
- 2 Start counting forward from any number up to 100 and count backward from any number within 20. **K.N.2**
- 3 Read, write, and identify numbers from 0 to 20. **K.N.3**
- 4 Count objects using one-to-one correspondence. **K.N.4**
- 5 Understand that the last number name said tells the number of objects counted regardless of arrangement or the order in which they were counted (cardinality). **K.N.5**
- 6 Given a number within 20, identify one more. **K.N.6**
- 7 Count up to 20 objects in a line, rectangular array, and circle. **K.N.7**
- 8 Count up to 10 objects in a scattered arrangement. **K.N.8**
- 9 For any number from 1 to 9, find the number that makes 10 when added to the given number. **K.N.9**
- 10 Given a number(s) from 0-20, count out that many objects. **K.N.10**

Comparison

- 11 Identify whether the number of objects in one group is greater than, less than, or equal to the objects of another group (up to ten). **K.N.11**
- 12 Identify whether a written number is greater than, less than, or equal to another written number (0-10). **K.N.12**
- 13 Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. **K.N.13**

Operations and Algebraic Thinking **OA**

Number Operations

- 1 Represent addition and subtraction within ten using objects, fingers, drawings, mental images, or verbal explanations. **K.OA.1**
- 2 Represent the operations of addition and subtraction using an equation. **K.OA.2**
- 3 Demonstrate understanding that addition is putting together, getting more, or counting on. **K.OA.3**
- 4 Demonstrate understanding that subtraction is taking away, taking apart, or counting back. **K.OA.4**

- 5 Solve word problems, identify the correct operation needed (add or subtract within ten) and solve using objects or drawings. [K.OA.5](#)
 - 6 Find different ways that a whole number (1 to 10) can be decomposed into two parts by using a visual representation or equation. [K.OA.6](#)
 - 7 Find all the ways the number 5 can be broken into two parts using visual representations or equations. [K.OA.7](#)
 - 8 Decompose and compose numbers 11-19 into tens and ones, using objects, drawings, or equations. [K.OA.8](#)
-

Measurement [M](#)

Measurement Concepts

- 1 Describe measurable traits of an object such as length, weight, or size. [K.M.1](#)
 - 2 Compare objects using the same measurable trait. [K.M.2](#)
-

Time and Money

- 3 Identify a clock as a tool that measures time of day. Answer questions about time of day and duration of time using both analog and digital clocks (morning, afternoon, evening, minute, hour). [K.M.3](#)
 - 4 Identify a calendar as a tool that measures time in days, months, weeks, years. Answer questions about time sequencing (yesterday, today, tomorrow). [K.M.4](#)
 - 5 Identify pennies and dimes by name and value. [K.M.5](#)
 - 6 Count groups of pennies and groups of dimes by their values (coins not combined). [K.M.6](#)
-

Data

- 7 Collect and sort objects into categories. [K.M.7](#)
-

Geometry [G](#)

Shapes

- 1 Identify and sort shapes as two-dimensional or three-dimensional. [K.G.1](#)
- 2 Name and describe two-dimensional shapes (circles, triangles, squares, and rectangles) using attributes (sides, vertices, square corners). [K.G.2](#)
- 3 Identify and draw two-dimensional shapes (circles, triangles, squares, rectangles, and trapezoid) in a variety of orientations. [K.G.3](#)
- 4 Identify three-dimensional shapes (cube, cone, cylinder, or sphere). [K.G.4](#)
- 5 Build and draw shapes found in the real-world. [K.G.5](#)
- 6 Build simple shapes to form larger shapes. [K.G.6](#)

Mathematical Fluency

- 1 Fluently add within 5. **K.MF.1**
- 2 Fluently subtract within 5. **K.MF.2**
- 3 Recognize objects within 5 (tallies, five frame, fingers, dominoes, dice, and scattered). **K.MF.3**