West Virginia Mathematics

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

Demonstrate understanding that subtraction is taking away, taking apart, or counting back. K.OA.4

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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

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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