

Kindergarten Content Standards Overview

Critical Areas for COHERENCE in Kindergarten

Counting and **Cardinality** (K.CC)

- A. Know number names and the count **sequence**.
[CC.1](#) [CC.2](#) [CC.3](#)
- B. Count to tell the number of objects.
[CC.4](#) [CC.5](#)
- C. Compare numbers.
[CC.6](#) [CC.7](#)

Operations and Algebraic Thinking (K.OA)

- A. Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
[OA.1](#) [OA.2](#) [OA.3](#)
[OA.4](#) [OA.5](#)

Number and Operations in Base Ten (K.NBT)

- A. Work with numbers 11-19 to gain foundations for place value.
[NBT.1](#)

Measurement and Data (K.MD)

- A. Describe and compare measurable attributes.
[MD.1](#) [MD.2](#)
- B. Classify objects and count the number of objects in each category.
[MD.3](#)

Geometry (K.G)

- A. Identify and describe shapes.
[G.1](#) [G.2](#) [G.3](#)
- B. Analyze, compare, create, and compose shapes.
[G.4](#) [G.5](#) [G.6](#)

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Click on the box to open specific details related to Kindergarten!

Counting and Cardinality K.CC

[\(Counting and Cardinality and Operations and Algebraic Thinking Progression K-5 Pg. 1-5\)](#)

Know number names and the count sequence.

[\(Counting and Cardinality and Operations and Algebraic Thinking Progression K-5 Pg. 4-5\)](#)

- K.CC.1 Count to 100 by ones and by tens and identify as a growth pattern. **(K.CC.1)**
- K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **(K.CC.2)**
- K.CC.3 Read and write **numerals** from 0 to 20. **(K.CC.3)**

Count to tell the number of objects.

[\(Counting and Cardinality and Operations and Algebraic Thinking Progression K-5 Pg. 4-5\)](#)

- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. **(K.CC.4)**
 - K.CC.4a. When counting objects, say each number's name in sequential order, pairing each object with one and only one number name and each number name with one and only one object ([Click here for a video showing this concept](#)). **(K.CC.4a)**
 - K.CC.4b. 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. **(K.CC.4b)**
 - K.CC.4c. Understand that each successive number name refers to a quantity that is one larger. **(K.CC.4c)**
 - K.CC.4d. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(K.CC.4d)**
- K.CC.5 Count to answer "how many?" up to 20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration (**subitizingError! Bookmark not defined.**); given a number from 1 to 20, count out that many objects. **(K.CC.5)**

Compare numbers.

[\(Counting and Cardinality and Operations and Algebraic Thinking Progression K-5 Pg. 5\)](#)

- K.CC.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, (*e.g. by using matching and counting strategies.*) Include groups with up to ten objects. **(K.CC.6)**
- K.CC.7 Compare two numbers between 1 and 10 presented as written **numerals**. **(K.CC.7)**

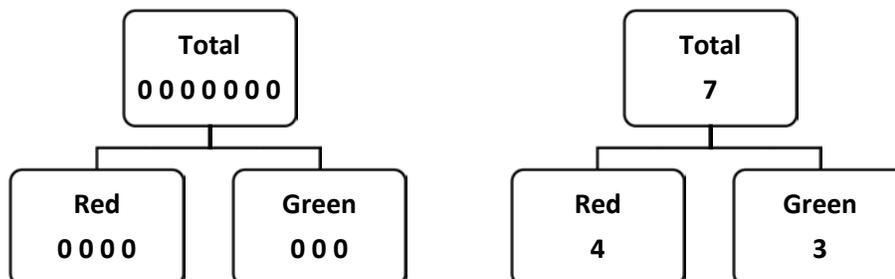
Operations and Algebraic Thinking K.OA

[\(Counting and Cardinality and Operations and Algebraic Thinking Progression K-5 Pg. 5 last paragraph\)](#)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (*e.g. claps*), acting out situations, verbal explanations, expressions, or equations. **(K.OA.1)**
- K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, (*e.g. by using objects or drawings to represent the problem.*) Refer to shaded section of [Table 1](#) for specific situation types. **(K.OA.2)**

- K.OA.3. **Decompose** numbers less than or equal to 10 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.3)



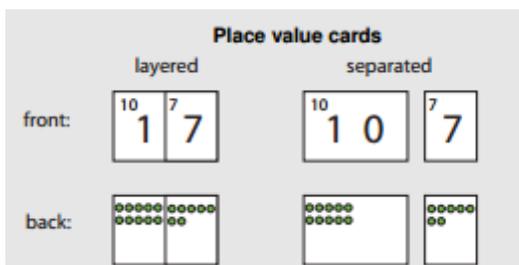
- K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, (e.g. by using objects or drawings, and record the answer with a drawing or equation.). (K.OA.4)
- K.OA.5. Fluently (efficiently, accurately, and flexibly) add and subtract within 5. (K.OA.5)

Number and Operations in Base Ten K.NBT

(Numbers & Operations Base 10 Progression K-5 Pg. 5)

Work with numbers 11–19 to gain foundations for place value.

- K.NBT.1. Compose and **decompose** numbers from 11 to 19 into ten ones and some further ones, (e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation



(e.g. $10 + 8 = 18$ and $19 = 10 + 9$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)

Measurement and Data K.MD

Describe and compare measurable attributes.

(Measurement & Data progression – measurement part K-5 Pg. 6-7)

- K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)
- K.MD.2. Directly compare two objects, with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.2)

Classify objects and count the number of objects in each category.

[\(Measurement & Data Progression – data part K-5 Pg. 5\)](#)

- K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (*Limit category counts to be less than or equal to 10*). **(K.MD.3)**

Geometry K.G

[\(Geometry Progression K-6 Pgs. 6-7\)](#)

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*. **(K.G.1)**
- K.G.2. Correctly gives most precise name of shapes regardless of their orientations (position and direction in space) or overall size. **(K.G.2)**
- K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). **(K.G.3)**

Analyze, compare, create, and compose shapes.

- K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations (position and direction in space), using informal language to describe their similarities, differences, parts (*e.g. number of sides and vertices/“corners”*) and other attributes (*e.g. having sides of equal length*). **(K.G.4)**
- K.G.5. Model shapes in the world by building shapes from components (*e.g. sticks and clay balls*) and drawing shapes. **(K.G.5)**
- K.G.6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”* **(K.G.6)**