Kindergarten Kansas College & Career Readiness Standards for MATH

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week) BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

Counting and Cardinality: Number names and counting																									
CC1	**Count to 100 by ones and by tens and identify as a growth pattern.**																								
dates ---->																									
CC2	**Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**																								
dates ---->																									
CC3	**Read and write numerals from 0 to 20.**																								
dates ---->																									
Counting and Cardinality: Counting Objects																									
CC4	**Understand the relationship between numbers and quantities; connect counting to cardinality.**																								
dates ---->																									
CC4a	**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**																								
dates ---->																									
CC4b	**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.**																								
dates ---->																									
CC4c	**Understand that each successive number name refers to a quantity that is one larger.**																								
dates ---->																									
CC4d	**Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**																								
dates ---->																									
CC5	**Count to answer "how many?" up to20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration (subitizing); given a number from 1 to 20, count out that many objects.**																								
dates ---->																									
Counting and Cardinality: Comparing Numbers																									
CC6	**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.**																								
dates ---->																									
CC7	**Compare two numbers between 1 and 10 presented as written numerals.**																								
dates ---->																									
Numbers and Operations in Base Ten: Place Value up to 19																									
NBT1	**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 $10 + 8 = 18$ and $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**																								
dates ---->																									

Measurement and Data: Measurement	
MD1	**Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**
dates ---->	
MD2	**Directly compare two objects, with a measureable 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.***
dates ---->	
Measurement and Data: Classifying and Counting Objects	
MD3	**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*).**
dates ---->	
Operations and Algebraic Thinking: Addition and Subtraction	
OA1	**Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (*e.g. claps*), acting out situations, verbal explanations, expressions, or equations.**
dates ---->	
OA2	**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.**
dates ---->	
OA3	**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*** $5 = 2 + 3 \; and \; 5 = 4 + 1$
dates ---->	
OA4	**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.).***
dates ---->	
OA5	**Fluently (efficiently, accurately, and flexibly) add and subtract within 5.**
dates ---->	
Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
G1	**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* .**
dates ---->	
G2	**Correctly gives most precise name of shapes regardless of their orientations (position and direction in space) or overall size.**
dates ---->	
G3	**Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").**
dates ---->	
Geometry: Analyze, compare, create, and compose shapes.	
G4	**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)* .**
dates ---->	
G5	**Model shapes in the world by building shapes from components (*e.g. sticks and clay balls*) and drawing shapes.**
dates ---->	
G6	**Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle***
dates ---->	