Submt comments on the draft NYS Kindergarten Mathematics Learning Standards

	NYS PreKindergartento Grade 2 Mathematics Learning Standards									
	Kindergarten Counting and Cardinality									
		Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes					
	a:	K.CC.A.1	Count to 100 by ones and by tens.	1. No Change						
Clusters	Know number names and the count sequence.	K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having)							
	A. Know number names		(with 0 representing acount of no objects).	3. No Change						
	the ojects.	K.CC.B	Understand the relationship between numbers and quantities; connect counting to cardinality	4. Understandthe relationship between numbers and quantities up to 20; connect counting to cardinality.	Clarification of concept					
	B. Count to tell the number of objects.			standardorder, pairing each object with one and only one number name and each number name with one and only one object(1:1 correspondence)						

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	2C\$(Submt comments on the draft NYS Kindergarten Mathematics Learning Standards NYS PreKindergartento Grade 2 Mathematics Learning Standards										
	96 0ys 6		Kindergarten Countingand Cardinality									
	9.6-0 9	Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes							
Clusters	B. Count to tell the number of objef 0.005 T[1 Tf -0.002 Tc 0.002 Tw 0 9.96 -9.96 0-9.96 0ys6 2C\$0. 509.											

Submt comments on the draft NYS

			NYS PreKindergartento Grad	de 2 Mathematics Learning Standards					
	Kindergarten Operations & Algebraic Thinking								
	ı as	Standard Code	RevisedStandard Recommendation for 20189	Additional Information/Notes					
	derstand subtraction	K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, vert explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem.	 Represent addition ath subtraction using bjects, fingers, pennies, mental images, drawings, sounds, acting out situations, verbal explanation expressions, equations or other strategies. Drawings need not show details, but show the mathematics in the problem. 	Clarification s,				
Clusters	er and adding to, and un	K.OA.A.2							
	Understand addition as putting together and adding to, and understand subtraction aspart and taking from.								

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					Submt comments on the draft NYS	Kir	ndergarten Mathematics Learning Standards	
	sters	addition as putting together and nd understand subtraction as and taking from.	K.OA.A.4	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, ar record the answer with a drawing or equation.		Find the number that makes 100 hen given a number from 1 to (4) puauauauauauauausweeqwauauauauauauauauauauauauauauauauauauau	a) Tw 19.036TJ 0 Tc. Tw 0.253J 0 T
	Clusters	Understand ac adding to, and taking apart ar						
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NYS PreKindergartento Grade 2 Mathematics Learning Standards							
	Kindergarten Number & Operations in Base Ten						
	Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes			

Clusters

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Kindergarten Measurement & Data

Standard Current Standard Revised

NYS PreKindergartento Grade 2 Mathematics Learning Standards

Kindergarten Geometry

Standard