

New York State Next Generation Mathematics Learning Standards

Kindergarten Crosswalk

Counting and Cardinality

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
Know number names and the count sequence.	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>NY-K.CC.1 Count to 100 by ones and by tens.</p> <p>NY-K.CC.2 Count to 100 by ones</p>

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Operations and Algebraic Thinking

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p>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.</p> <p><u>Note:</u> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards)</p>	<p>NY-K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p> <p><u>Note:</u> Drawings need not show details, but should show the mathematics in the problem.</p>
	<p>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.</p>	<p>NY-K.OA.2a Add and subtract within 10.</p> <p>NY-K.OA.2b Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem.</p>
	<p>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 $5 = 4 + 1$).</p>	<p>NY-K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way.</p> <p>Record each decomposition by a drawing or equation. e.g., using objects or drawings.</p>
	<p>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.</p>	<p>NY-K.OA.4 Find the number that makes 10 when given a number from 1 to 9.</p> <p>Record the answer with a drawing or equation. e.g., using objects or drawings.</p>
	<p>K.OA.5 Fluently add and subtract within 5.</p>	<p>NY-K.OA.5 Fluently add and subtract within 5.</p> <p><u>Note:</u> Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.</p>

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Understand simple patterns.		NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects.

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Number and Operations in Base Ten

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<p>Work with numbers 11-19 to gain foundations for place value.</p>	<p>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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>NY-K.NBT.1 Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones. e.g., using objects or drawings.</p>

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Geometry

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Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones,		

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Geometry

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