

NRSD Standards for Math - Kindergarten

Standards for Mathematical Practice	
<ol style="list-style-type: none"> 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 	

NRSD Math Curriculum Standards - Kindergarten	Reporting Standard
Counting and Cardinality (CC)	
<i>Know Number Names and the Count Sequence</i>	
CC.K.CC.1 Count to 100 by ones and by tens.	Counts to 100 by 1s and 10s
CC.K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Counts forward from a given number
CC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Matches and labels quantities to 20
<i>Count to Tell the Number of Objects</i>	
CC.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Matches and labels quantities to 20
CC.K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Matches and labels quantities to 20
CC.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.	Matches and labels quantities to 20
CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	Counts forward from a given number.
CC.K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Matches and labels quantities to 20
<i>Compare Numbers</i>	
CC.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. (Footnote: Include groups with up to ten objects.)	Understands and uses comparative terms (more, less, equal) with objects and written numerals
CC.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Understands and uses comparative terms (more, less, equal) with objects and written numerals

Operations and Algebraic Thinking (OA)	Reporting Standard
<i>Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From.</i>	
CC.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (Footnote: drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Understands addition and subtraction concepts to 10
CC.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.	Understands addition and subtraction concepts to 10
CC.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 $5 = 4 + 1$).	Understands addition and subtraction concepts to 10
CC.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.	Understands addition and subtraction concepts to 10
CC.K.OA.5 Fluently add and subtract within 5.	Add and subtract within 5

Number and Operations in Base Ten (NBT)	Reporting Standard
<i>Work with numbers 11-19 to gain foundations for place value.</i>	
CC.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.	Understands place value to 19

Measurement and Data (MD)	Reporting Standard
<i>Describe and Compare Measurable Attributes.</i>	
CC.K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Describe measurable attributes of objects and use comparative terms
CC.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.	Describe measurable attributes of objects and use comparative terms
<i>Classify Objects and Count the Number of Objects in Each Category.</i>	
CC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Footnote: Limit category counts to be less than or equal to 10.)	

Geometry (G)	Reporting Standard
<i>Identify and Describe Shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).</i>	
CC.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.	Understands positional vocabulary
CC.K.G.2 Correctly name shapes regardless of their orientations or overall size.	Identifies and describes 2 dimensional shapes
CC.K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identifies, describes, and builds 2 and 3 dimensional shapes
<i>Analyze, Compare, Create, and Compose Shapes.</i>	
CC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, 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).	Identifies, describes, and builds 2 and 3 dimensional shapes
CC.K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Identifies, describes, and builds 2 and 3 dimensional shapes
CC.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?"	Identifies, describes, and builds 2 and 3 dimensional shapes