

New York State Next Generation Mathematics Learning Standards

**Kindergarten Crosswalk**

**Counting and Cardinality**

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



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Kindergarten Crosswalk

Operations and Algebraic Thinking

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p>	<p><b>K.OA.1</b> 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><b>NY-K.OA.1</b> Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations <b>or other strategies</b>.</p> <p><u>Note:</u> Drawings need not show details, but should show the mathematics in the problem.</p>
	<p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., <del>by</del> using objects or drawings to represent the problem.</p>	<p><b>NY-K.OA.2a</b> Add and subtract within 10.</p> <p><b>NY-K.OA.2b</b> Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem.</p>
	<p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., <del>by</del> using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><b>NY-K.OA.3</b> 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><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., <del>by</del> using objects or drawings, and record the answer with a drawing or equation.</p>	<p><b>NY-K.OA.4</b> 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><b>K.OA.5</b> Fluently add and subtract within 5.</p>	<p><b>NY-K.OA.5</b> 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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<b>Cluster</b>	<b>NYS P-12 CCLS</b>	<b>NYS Next Generation Learning Standard</b>
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><b>Work with numbers 11-19 to gain foundations for place value.</b></p>	<p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., <del>by</del> using objects or drawings, and record each composition or decomposition by a drawing <del>or equation (such as <math>18 = 10 + 8</math>)</del>; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p><b>NY-K.NBT.1</b> Compose and decompose the numbers from 11 to 19 into ten ones and <b>one, two, three, four, five, six, seven, eight, or nine ones.</b>  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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