

California Common Core State Standards Comparison- KINDERGARTEN



Standards for Mathematical Practice

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.

Current CA Math Standards	CA Common Core State Standards - Mathematics	Notes
NUMBER SENSE: NS 1.0 Students understand the relationship between numbers and quantities (that a set of objects has the same number of objects in different situations regardless of its position or arrangement).	Counting and Cardinality K.CC -Know number names and the count sequence. -Count to tell the number of objects. -Compare Numbers (Cluster Statements)	
*NS 1.1 Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other	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. <i>(Include groups with up to ten objects.)</i> K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	
*NS 1.2 Count, recognize, represent, name, and order a number of objects (up to 30)	K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 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). 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.	

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<p>*NS 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</p>	<p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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. b. 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. c. Understand that each successive number name refers to a quantity that is one larger. 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. (Include groups with up to 10 objects)</p>	
	<p>Number and Operations in Base Ten K.NBT Work with numbers 11–19 to gain foundations for place value. (Cluster Statement)</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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	
<p>NS 2.0 Students understand and describe simple addition and subtraction.</p>	<p>Operations and Algebraic Thinking K.OA -Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Cluster Statement)</p>	

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<p>*NS 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)</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. <i>(Drawings need not show details, but should show the mathematics in the problem.)</i> 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>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>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>K.OA.5. Fluently add and subtract within 5.</p>	
<p>NS 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens place.</p>		
<p>NS3.1 Recognize when an estimate is reasonable.</p>		
<p>ALGEBRA AND FUNCTIONS AF 1.0 Students sort and classify objects.</p>	<p>Measurement and Data K.MD -Describe and compare measurable attributes. (Cluster Statement)</p>	
<p>*AF 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group.</p>	<p>K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <i>(Limit category counts to be less than or equal to 10.)</i></p>	

Based on Analysis by Sacramento County Office of Education, June 2010 - Revised 2/2013

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<p>MEASUREMENT AND GEOMETRY: MG 1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight and capacity, and that comparisons may be made by referring to those properties.</p>	<p>Measurement and Data K.MD -Describe and compare measurable attributes. -Classify objects and count the number of objects in each category. (Cluster Statements)</p>	
<p>*MG 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects. (note which object is shorter, longer, taller, lighter, heavier or holds more.)</p>	<p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	
<p>*MG 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar)</p>		
<p>*MG 1.3 Name the days of the week</p>		
<p>*MG 1.4 Identify the time (to the nearest hour) of everyday events (lunch time is at 12 o'clock; bedtime is 8 o'clock at night)</p>		

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<p>MG 2.0 Students identify common objects in their environment and describe the geometric features:</p>	<p>Geometry K.G -Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). -Analyze, compare, create, and compose (Cluster Statements)</p>	
<p>MG 2.1 Identify and describe common geometric objects (circle, triangle, square, rectangle, cube, sphere, cone, cylinder) including oval.</p>	<p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p>	
<p>MG 2.2 Compare familiar plane and solid objects by common attributes (position, shape, size, roundness, number of corners.)</p>	<p>K.G.2. Correctly name shapes regardless of their orientations or overall size. 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).</p>	
	<p>K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>	
	<p>K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	
	<p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	
	<p>K.G.6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>	

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STATISTICS DATA ANALYSIS AND PROBABILITY: SDAP 1.0 Students collect information about objects and events in their environments:		
SDAP 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.		
*SDAP 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes or colors.		