

| NYS PreKindergartento Grade 2 Mathematics Learning Standards | | | | | |
|--|--|------------------|---|------------------------------|--|
| Kindergarten | | | | | |
| Counting and Cardinality | | | | | |
| | Standard Code | Current Standard | RevisedStandard Recommendation for 201 8 9 | Additional Information/Notes | |
| Clusters | A. Know number names and the count sequence. | K.CC.A.1 | 1. Count to 100 by ones and by tens. | 1. No Change | |
| | | K.CC.A.2 | 2. Count forward beginning from a given number within the known sequence (instead of having | | |

NYS PreKindergartento Grade 2 Mathematics Learning Standards

Kindergarten
Counting and Cardinality

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|--|---------------|------------------|--|------------------------------|
|--|---------------|------------------|--|------------------------------|

Clusters

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| B. Count to tell the number of objects | | | |
|--|--|--|--|

[Submit comments on the draft NYS](#)

NYS PreKindergarten to Grade 2 Mathematics Learning Standards

Kindergarten
Operations & Algebraic Thinking

| | | Standard Code | Current Standard | Revised Standard Recommendation for 2018 | Additional Information/Notes |
|----------|---|---------------|--|---|------------------------------|
| Clusters | A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | K.OA.A.1 | 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. | 1. Represent addition and subtraction using objects, fingers, pennies, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies. Drawings need not show details, but shd show the mathematics in the problem. | Clarification |
| | | K.OA.A.2 | | | |

[Submt comments on the draft NYS Kindergarten Mathematics Learning Standards](#)

Clusters
 A. Understand addition as putting together and adding to, and understand subtraction as taking apart 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, and record the answer with a drawing or equation.

4. Find the number that makes 10 when given a number from 1 to 9.

When given a 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.

NYS PreKindergarten to Grade 2 Mathematics Learning Standards

Kindergarten
Number & Operations in Base Ten

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|----------|---------------|------------------|--|------------------------------|
| Clusters | A. | | | |
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NYS PreKindergarten to Grade 2 Mathematics Learning Standards

Kindergarten
Measurement & Data

| Standard Code | Current Standard | Revised |
|---------------|------------------|---------|
|---------------|------------------|---------|

Standard