

# Kindergarten Mathematics Goals

**Counting and Cardinality:** Students are able to count forward from numbers between 0-100, write numbers between 0-20, answer “how many” questions about the number of objects in a group, realize that the last number name tells the number of objects counted and that each number name refers to a quantity that is one larger.

Standards	Mastery Expectations	First Trimester Goal	Second Trimester Goal	Third Trimester Goal
K.CC.1	Counts by 1s to 100	Count orally by 1s to 19.	Count orally by 1s to 50.	Count to 100 by 1s.
K.CC.1	Counts by 10s to 100	<i>Not assessed until Trimester 2</i>	Count orally by 10s to 50.	Count to 100 by 10s.
K.CC.2	Counts forward from a beginning number	Count forward to 10 starting from numbers other than 1.	Count forward to 50 starting from numbers other than 1.	Count forward ten numbers from a beginning number between 0-100.
K.CC.3	Writes numbers in order from 0-20 (reversals are accepted)	Write numbers in order from 0-10.	Write numbers in order from 0-20.	Write numbers in order from 0-20
K.CC.3	Recognizes numbers 0-20 out of order.	Recognize numbers 0-10 when shown out of order.	Recognize numbers 0-20 when shown out of order.	Recognize numbers 0-20 when shown out of order.
K.CC.4a	Counts objects in a set with 1-1 correspondence	Counts with 1-1 correspondence.	Counts with 1-1 correspondence.	Counts with 1-1 correspondence.
K.CC.4b	Counts objects with cardinality	Counts objects with cardinality.	Counts objects with cardinality.	Counts objects with cardinality.
K.CC.4c	Understands that each successive number name refers to a quantity that is one larger.	Understands that each successive number name refers to a quantity that is one larger.	Understands that each successive number name refers to a quantity that is one larger.	Understands that each successive number name refers to a quantity that is one larger.
K.CC.5	Counts to answer “how many?” questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration.	Counts arranged and scattered sets up to 10 objects.	Counts arranged sets of up to 20 objects.  Counts scattered sets of up to 10 objects.	Counts to answer “how many?” questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration.
K.CC.5	When given a number between 1-20, the student counts out that many objects.	Counts out up to 10 objects.	Counts out up to 10 objects.	When given a number between 1-20, the student counts out that many objects.
K.CC.6	Identifies whether the number of objects in one group is greater than, less than, or equal to the	Compares the number of objects in two groups using the terms more, fewer, and same.	Identifies whether the number of objects in one group is greater than, less	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of

	number of objects in another group.		than, or equal to the number of objects in another group (through matching and counting strategies).	objects in another group (through matching and counting strategies).
K.CC.7	Compares two numbers between 1 and 10 presented as written numerals.	<i>Not assessed until Trimester 2.</i>	Compares two numbers between 1 and 10 presented as written numerals.	Compares two numbers between 1 and 10 presented as written numerals.

**Operations and Algebraic Thinking:** Students are able to solve addition and subtraction word problems, represent addition and subtraction concretely, decompose numbers less than or equal to 10, and add and subtract fluently within 5. (using manipulatives or drawings)

Standards	Mastery Expectations	First Trimester Goal	Second Trimester Goal	Third Trimester Goal
K.OA.1	Represents addition and subtraction concretely, verbally and symbolically.	<i>Not assessed until Trimester 2.</i>	Represent addition and subtraction situations within 5 concretely and verbally.	Represent addition and subtraction concretely (with objects, fingers, mental images, acting out situations), verbally and symbolically (with expressions and equations).
K.OA.2	Solves addition and subtraction word problems within 10.	Solve end-unknown number stories involving addition and subtraction within 5, using direct modeling with fingers, counters, pictures, or acting out.	Solve simple number stories involving addition and subtraction using direct modeling.	Solve addition and subtraction word problems within 10 (by using objects and pictures to represent the problem).
K.OA.2	Adds and subtracts within 10 by using objects or drawings to represent the problem.	Add and subtract within 5 using objects, drawings, or other concrete strategies.	Add and subtract within 10 using objects, drawings, or other concrete strategies.	Add and subtract within 10 by using objects or drawings to represent the problem.
K.OA.3	Decomposes numbers less than or equal to 10 into pairs in more than one way.	Decompose numbers less than or equal to 10 into pairs in more than one way in the context of manipulatives, dot patterns, and ten frames.	Decompose numbers less than or equal to 10 into pairs in more than one way. Record the decompositions with drawings.	Decompose numbers less than or equal to 10 into pairs in more than one way (by using objects or drawings), and record each decomposition by a drawing or equation. ex. $5 = 2 + 3$ & $5 = 4 + 1$
K.OA.4	For any number from 1 to 9, find the number that makes 10.	<i>Not assessed until Trimester 2.</i>	Find number pairs that add to 10.	For any number from 1 to 9, find the number that makes 10 when added to the given number (by using objects or drawings) and record the answer with a drawing or equation.
K.OA.5	Fluently adds and subtracts within 5.	<i>Not assessed until Trimester 2.</i>	Develop strategies for addition and subtraction within 5.	Fluently add and subtract within 5.

**Numbers & Operations in Base Ten:** Students will be able to compose and decompose numbers from 11 to 19 as ten and ones. For example, if the number is 15, it would be 1 ten and 5 ones.)

Standards	Mastery Expectations	First Trimester Goal	Second Trimester Goal	Third Trimester Goal
K.NBT.1	Composes and decomposes numbers from 11 to 19 into ten ones and some further ones and record each composition by a drawing or equation.	<i>Not assessed until Trimester 2.</i>	Understand, compose, and decompose numbers 11-19 as ten ones, and some more ones concretely (with fingers or on a tens frame).	Compose and decompose numbers from 11 to 19 into ten ones and some further ones (by using objects or drawings) and record each composition by a drawing or equation (ex. $18 = 10 + 8$ ); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Measurement and Data:** Students will be able to compare and sort objects by length, weight, and other attributes.

Standards	Mastery Expectations	First Trimester Goal	Second Trimester Goal	Third Trimester Goal
K.MD.1 K.MD.2	Compares objects by length.	Directly compare objects by length and describe the comparisons using the terms longer and shorter.	Directly compare objects by length and weight and describe the comparisons using terms such as longer, taller, shorter, heavier, and lighter.	Directly compare various measurable attributes of objects, such as length, weight, and capacity, and describe the comparisons.
K.MD.3	Categorizes and sorts objects by their attribute.	Sort objects into categories using obvious attributes, such as color or shape, and count up to 10 objects in each category.	Classify objects into given categories; count the number of objects in each category and sort the categories by count.	Classify objects into given categories; count the number of objects in each category and sort the categories by count.

**Geometry:** Students will be able to recognize, describe, draw, and create 2D and 3D shapes.

Standards	Mastery Expectations	First Trimester Goal	Second Trimester Goal	Third Trimester Goal
K.G.1	Describes objects in the environment using names of 2D and 3D shapes and describe the relative positions of these objects.	Understand some positional terms.	Identify 2D and some 3D shapes in the environment, using many positional terms.	Describe objects in the environment using names of 2D and 3D shapes. Describe the relative positions of these objects using terms such as above, beside, below, in front of, behind, and next to.

K.G.2	Correctly identifies the following 2D shapes: circles, triangle, square, rectangle, trapezoid, hexagon, rhombus	Identify and name triangles, circles, rectangles, and squares, in different sizes and orientations.	Identify and name triangles, circles, rectangles, and squares, in different sizes and orientations.	Correctly name shapes (circles, triangles, squares, rectangles, squares, trapezoids, hexagons, rhombuses) regardless of their orientations or their overall sizes.
K.G.3	Identifies shapes as 2D or 3D.	<i>Not assessed until Trimester 2.</i>	Identifies shapes as 2D or 3D.	Identifies shapes as 2D (lying "flat") or 3D ("solid").
K.G.4	Identifies, analyzes and compares 2D and 3D shapes, in different sizes and orientations, using informal language.	Describes the numbers of sides and vertices of triangles, circles, rectangles, and squares in different sizes and orientations.	Identifies, analyzes and describes the attributes of 2D shapes (triangles, circles, rectangles, and squares) in different sizes and orientations.	Identifies, analyzes and compares 2D and 3D shapes, in different sizes and orientations, using informal language to describe their similarities, differences parts (ex. Number of sides and vertices) and other attributes (ex. Having sides of equal length.)
K.G.5	Draws and builds shapes.	<i>Not assessed until Trimester 2.</i>	Draws recognizable circles, triangles, squares, and rectangles.	Models shapes in the world by building shapes from components (ex. Sticks and clay balls) and drawing shapes (circles, triangles, squares, rectangles, trapezoids, hexagons, rhombuses).
K.G.6	Composes simple shapes to form larger shapes.	<i>Not assessed until Trimester 2.</i>	Composes shapes from other shapes with the support of puzzle outlines or other structured guidance.	Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"