

READINESS STANDARDS - Kindergarten Math

(K.1) **Number, operation, and quantitative reasoning.** The student uses numbers to name quantities. The student is expected to:

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| (A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects | Whole numbers (0-20), Greater than, Less than, Equal to |
| (B) use sets of concrete objects to represent quantities given in verbal or written form (through 20) | Whole numbers (0-20) |
| (C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions | Whole numbers (0-20) |

(K.3) **Number, operation, and quantitative reasoning.** The student recognizes that there are quantities less than a whole. The student is expected to:

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| (B) explain why a given part is half of the whole | Whole, Part |
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(K.4) **Number, operation, and quantitative reasoning.** The student models addition (joining) and subtraction (separating). The student is expected to: model and create addition and subtraction problems in real situations with concrete objects.

Addition, Subtraction

(K.5) **Patterns, relationships, and algebraic thinking.** The student identifies, extends, and creates patterns. The student is expected to: identify, extend, and create patterns of sounds, physical movement, and concrete objects.

Pattern, Repeat

(K.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to make predictions. The student is expected to:

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| (B) count by ones to 100 | Numbers (1-100) |
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(K.8) **Geometry and spatial reasoning.** The student uses attributes to determine how objects are alike and different. The student is expected to:

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| (B) compare two objects based on their attributes | Shape, Color, Texture, Rolls, Pointy, Flat, Size |
| (C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted | Rule, Same, Different, Size, Color, Texture |

(K.10) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:

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| (A) compare and order two or three concrete objects according to length (longer/shorter than, or the same) | Longer than, Shorter than, The same as |
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READINESS STANDARDS - Kindergarten Math

(K.12) **Probability and statistics.** The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:

(B) use information from a graph of real objects or pictures in order to answer questions	Graph, Data, Title, Label
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SUPPORTING STANDARDS - Kindergarten Math

(K.2) **Number, operation, and quantitative reasoning.** The student describes order of events or objects. The student is expected to:

(A) use language such as before or after to describe relative position in a sequence of events or objects	Before, After, Between, Beginning, Middle, End, First, Last, Position
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(B) name the ordinal positions in a sequence such as first, second, third, etc.	Ordinal number, Position, Place
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(K.3) **Number, operation, and quantitative reasoning.** The student recognizes that there are quantities less than a whole. The student is expected to:

(A) share a whole by separating into two equal parts	Equal, Part, Whole
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(K.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to make predictions. The student is expected to:

(A) use patterns to predict what comes next, including cause-and-effect relationships	Next, Pattern, Predict, Cause, Effect
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(K.7) **Geometry and spatial reasoning.** The student describes the relative positions of objects. The student is expected to:

(A) describe one object in relation to another using informal language such as over, under, above, and below	Over, Above, Top, Bottom, Under, Below, Between, Beside, Inside, Outside, Before, After, Beneath
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(B) place an object in a specified position	Place, Position, Ordinal Numbers (0-10), Over, Above, Top, Bottom, Under, Below, Between, Beside, Inside, Outside, Before, After, Beneath
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(K.8) **Geometry and spatial reasoning.** The student uses attributes to determine how objects are alike and different. The student is expected to:

(A) describe and identify an object by its attributes using informal language	Color, Shape, Size, Texture
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(K.9) **Geometry and spatial reasoning.** The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:

(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures	Round, Flat, Rolls
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(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures	Square, Rectangle, Circle, Triangle
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SUPPORTING STANDARDS - Kindergarten Math

(K.9) **Number, operation, and quantitative reasoning.** The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:

(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)	Circle, Triangle, Rectangle, Square
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(K.10) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:

(B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same)	Area, More, Less, The same
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(C) compare two containers according to capacity (holds more, holds less, or holds the same)	Holds more, Holds less, Holds the same, Container
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(D) compare two objects according to weight/mass (heavier than, lighter than or equal to)	Higher than, Lighter than, Equal to
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(E) compare situations or objects according to relative temperature (hotter than, colder than, or the same as)	Temperature, Hotter, Colder, Same as
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(K.11) **Measurement.** The student uses time to describe, compare, and order events and situations. The student is expected to:

(A) compare events according to duration such as more time than or less time than	More time than, Less time than, The same amount of time as
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(B) sequence events up to three	Earlier, Later, Before, After
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(K.11) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:

(C) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same)	Months; Days; Week; Date; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; January, February, March, April, May, June, July, August, September, October, November, December
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(K.12) **Probability and statistics.** The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:

Graph, Data, Title, Label
