

STRAND: NUMBER SENSE AND OPERATIONS

DOE Standard Number	STATE STANDARD	PROGRESS INDICATORS	
		PRE - KINDERGARTEN	KINDERGARTEN
K.N.1	Count by ones to at least 20.	<ul style="list-style-type: none"> Count by ones orally from 1-10. 	<ul style="list-style-type: none"> Count by ones orally beginning from any number in the sequence from 0-20.
K.N.2	Match quantities up to at least 10 with numerals and words.	<ul style="list-style-type: none"> Create sets of objects to represent quantities from 1-5. Recognize numeric symbols for quantities from 1-5. 	<ul style="list-style-type: none"> Create sets of objects to represent quantities from 0-10. Recognize and write numeric symbols for quantities from 0-10. Represent an empty set with the numeral "0".
K.N.3	Identify position of objects in sequences (e.g., first, second) up to fifth.	<ul style="list-style-type: none"> Use ordinal numbers 1st, 2nd, 3rd verbally to identify position. Order the numerals 1-5. 	<ul style="list-style-type: none"> Use ordinal numbers, 1st, 2nd, 3rd, 4th, and 5th verbally to identify positions. Order the numerals 0-10.
K.N.4	Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, some number of, one more than) and order numbers.	<ul style="list-style-type: none"> Determine whether a group of objects being changed is getting "more" or "less". 	<ul style="list-style-type: none"> Determine whether a group of objects being changed is getting "more," "less" or "staying the same." Represent two equal sets containing up to 10. Compare sets of at least 10 objects using appropriate language
K.N.5	Understand the concepts of whole and half.	<ul style="list-style-type: none"> Identify if something cut into two pieces has created equal parts or "fair share". 	<ul style="list-style-type: none"> Identify if something cut in 2 pieces has been fairly cut in half. Tell or show how to cut something equally in half.
K.N.6	Identify U.S. coins by name.	<ul style="list-style-type: none"> Identify pennies and count them by ones, (1-5) Match and label "penny", "nickel", "dime", and "quarter". 	<ul style="list-style-type: none"> Identify U.S. coins by name. Match coins to their correct value (i.e. a nickel = 5 cents)
K.N.7	Use objects and drawings to model and solve related addition and subtraction problems to ten.	<ul style="list-style-type: none"> Use the word "add" as a synonym for "getting more". Identify the "+" sign to indicate "getting more". Draw a model to represent simple addition problems to 5. 	<ul style="list-style-type: none"> Interpret number sentences for addition and subtraction problems using numbers 0-10 with manipulatives (e.g., with number tiles, counters). Create and interpret simple stories that can be solved using addition or subtraction. Use objects and drawings to model and solve related addition and subtraction problems to ten.
K.N.8	Estimate the number of objects in a group and verify results.	<ul style="list-style-type: none"> Put sets of objects in order from least to greatest, shortest to longest, etc., using visual clues. 	<ul style="list-style-type: none"> Use the strategy of "guess and check" to estimate with like objects from 0-10 and verify results.

STRAND: PATTERNS, RELATIONS, AND ALGEBRA

DOE Standard Number	STATE STANDARD	PROGRESS INDICATORS	
		PRE - KINDERGARTEN	KINDERGARTEN
K.P.1	Identify the attributes of objects as a foundation for sorting and classifying (e.g., a red truck, a red block, and a red ball share the attributes of being red; a square block, a square cracker, and a square book share the attribute of being square shaped).	<ul style="list-style-type: none"> Given a set of objects, tell how they are all alike (e.g., all red, all round, etc.). 	<ul style="list-style-type: none"> Identify objects by color, shape, and size that are the same or different. Identify the attributes of objects as a foundation for sorting and classifying (e.g., a red truck, a red block, and a red ball share the attributes of being red; a square block, a square cracker, and a square book share the attribute of being square shaped).
K.P.2	Sort and classify objects by color, shape, size, number, and other properties.	<ul style="list-style-type: none"> Sort objects by matching color, shape, and size. 	<ul style="list-style-type: none"> Sort and classify objects, giving reasons why they are alike or different.
K.P.3	Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes (e.g., ABABAB).	<ul style="list-style-type: none"> Reproduce and extend a color, rhythmic, shape, number, and letter simple repeating pattern (ABAB). 	<ul style="list-style-type: none"> Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes (e.g., ABABAB).
K.P.4	Count by fives and tens at least up to 50.	<ul style="list-style-type: none"> Count by tens to 50. 	<ul style="list-style-type: none"> Count by fives and tens at least up to 50.

STRAND: GEOMETRY

DOE Standard Number	STATE STANDARD	PROGRESS INDICATORS	
		PRE - KINDERGARTEN	KINDERGARTEN
K.G.1	Name, describe, sort, and draw simple, two-dimensional shapes.	<ul style="list-style-type: none"> Name and sort simple two-dimensional shapes. 	<ul style="list-style-type: none"> Name, describe, sort, and draw simple, two-dimensional shapes (e.g. Square, circle, triangle...).
K.G.2	Describe the attributes of two-dimensional shapes (e.g., number of sides, number of corners).	<ul style="list-style-type: none"> Count the number of sides and corners on a triangle, square, and rectangle. 	<ul style="list-style-type: none"> Describe the attributes of two-dimensional shapes (e.g., number of sides, number of corners).
K.G.3	Name and compare three-dimensional shapes.	<ul style="list-style-type: none"> Match and sort three-dimensional shapes. 	<ul style="list-style-type: none"> Name and compare three-dimensional shapes (e.g., sphere, cube).
K.G.4	Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.	<ul style="list-style-type: none"> Identify positions of objects in space and use appropriate language (e.g., inside, outside, under, over, next to) to describe and compare their relative positions. 	<ul style="list-style-type: none"> Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions. See Math Frameworks, Nov. 2000, p. 37.

STRAND: MEASUREMENT

DOE Standard Number	STATE STANDARD	PROGRESS INDICATORS	
		PRE - KINDERGARTEN	KINDERGARTEN
K.M.1	Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount.	<ul style="list-style-type: none"> Use words that describe amounts appropriately, e.g., longer, taller, shorter, same length, heavier, lighter, same weight, holds more, holds, less, holds the same amount. 	<ul style="list-style-type: none"> Recognize and compare the attributes of length (longer, shorter), of volume or capacity holds (more, less), weight (heavier, lighter), area (more, less), time (yesterday, today, tomorrow), and temperature (hotter, colder).
K.M.2	Make and use estimates of measurements from everyday experiences.	<ul style="list-style-type: none"> Demonstrate a strategy. 	<ul style="list-style-type: none"> Make and use estimates of measurements from everyday experiences.
K.M.3	Use non-standard units to measure length, area, weight, and capacity.	<ul style="list-style-type: none"> Use non-standard units to measure length, area, weight, and capacity. 	<ul style="list-style-type: none"> Use non-standard units to measure length, area, weight, and capacity.

STRAND: DATA ANALYSIS, STATISTICS, AND PROBABILITY

DOE Standard Number	STATE STANDARD	PROGRESS INDICATORS	
		PRE - KINDERGARTEN	KINDERGARTEN
K.D.1	Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.	<ul style="list-style-type: none"> • Collect and sort concrete objects, pictures, or shapes and create a simple bar graph. 	<ul style="list-style-type: none"> • Use counters to represent data from a simple survey • Sort a variety of objects (fruit, toy animal, etc.) and place them on a graphic mat to create a concrete graph using numbers to 10. • Demonstrate an understanding of at least one fact shown by first-hand data (e.g., count the number of students who stand in each line to show their favorite kind of ice cream). • Verbally state a reason for the results shown on one part of a pictorial table, chart, or graph. • Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.