## Submt comments on the draft NYS Kindergarten Mathematics Learning Standards

	NYS PreKindergartento Grade 2 Mathematics Learning Standards									
	Kindergarten Counting and Cardinality									
		Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes					
Clusters		K.CC.A.1	Count to 100 by ones and by tens.	1. No Change						
	Know number names and the count sequence.	K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having)							
	A. Know number names		(with 0 representing acount of no objects).	3. No Change						
	the ojects.	K.CC.B	Understand the relationship between numbers and quantities; connect counting to cardinality	4. Understandthe relationship between numbers and quantities up to 20; connect counting to cardinality.	Clarification of concept					
	B. Count to tell the number of objects.			standardorder, pairing each object with one and only one number name and each number name with one and only one object(1:1 correspondence)						

	). 509.		Submt comments on the draft NVS	Kindergarten Mathematics Learning Standards						
	2C\$(	Submt comments on the draft NYS Kindergarten Mathematics Learning Standards  NYS PreKindergartento Grade 2 Mathematics Learning Standards								
	96 0ys <b>6</b>	Kindergarten Countingand Cardinality								
	9.6-0 9	Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes					
Clusters	B. Count to tell the number of objef 0.005 T[ 1 Tf -0.002 Tc 0.002 Tw 0 9.96 -9.96 0-9.96 0ys6 2C\$0. 509.									

Submt comments on the draft NYS

	NYS PreKindergartento Grade 2 Mathematics Learning Standards								
	Kindergarten Operations & Algebraic Thinking								
	ı as	Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes				
Clusters	derstand subtraction	K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, vert explanations, expressions, or equations.  Drawings need not show details, but should show the mathematics in the problem.	<ol> <li>Represent addition ath subtraction using bjects, fingers, pennies, mental images, drawings, sounds, acting out situations, verbal explanation expressions, equations or other strategies.         Drawings need not show details, but show the mathematics in the problem.     </li> </ol>	Clarification s,				
	er and adding to, and un	K.OA.A.2							
	Understand addition as putting together and adding to, and understand subtraction aspart and taking from.								

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					Submt comments on the draft NYS	Kir	ndergarten Mathematics Learning Standards	
	Clusters	addition as putting together and nd understand subtraction as and taking from.	K.OA.A.4	4.		4.	Find the number that makes 1/0/hen given a number from 1 to ��(peuauauauauauauausweeqwauauauauauauauauauauauauauauauauauauau	
		Understand ac adding to, and taking apart ar						
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NYS PreKindergartento Grade 2 Mathematics Learning Standards							
	Kindergarten Number & Operations in Base Ten						
	Standard Code	Current Standard	RevisedStandard Recommendation for 20189	Additional Information/Notes			

Clusters

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NYS Prekindergartento Grade 2 Mathematics Learni	ng Standards
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Kindergarten Measurement & Data

Standard Current Standard Revised

## NYS PreKindergartento Grade 2 Mathematics Learning Standards

Kindergarten Geometry

Standard