

# Kindergarten Math Standards Summary

Total Reviews	1116		Breakdown by Review Type											
Keep As Is	916	Educator			526	<p style="font-size: small;">Keep As Is 82%</p> <p style="font-size: small;">Suggest Changes 18%</p>								
		Elected Official	0											
		Institution or Higher Education Faculty	0											
		K-12 Administrator	122											
		Member of Organization	1											
		Other	124											
		Parent/Guardian	136											
		Student	7											
Suggest Changes	200	Educator	92	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Change Suggestions</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Removed</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">Rewritten</td> <td style="text-align: center;">79</td> </tr> <tr> <td style="text-align: center;">Broken Up</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">Moved to a Different Level</td> <td style="text-align: center;">84</td> </tr> </tbody> </table>	Change Suggestions		Removed	25	Rewritten	79	Broken Up	12	Moved to a Different Level	84
		Change Suggestions												
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		Institution or Higher Education Faculty	0											
K-12 Administrator	0													
Member of Organization	0													
Other	34													
Parent/Guardian	56													
Student	18													

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
Math.Content.K. CC.A.1	49	82%	11	18%	4	6	1	0
Math.Content.K. CC.A.2	47	89%	6	11%	3	2	0	1
Math.Content.K. CC.A.3	43	86%	7	14%	0	5	2	0
Math.Content.K. CC.B.4a	33	92%	3	8%	0	2	0	1
Math.Content.K. CC.B.4b	33	87%	5	13%	1	3	1	0
Math.Content.K. CC.B.4c	34	92%	3	8%	1	2	0	0
Math.Content.K. CC.B.5	41	87%	6	13%	0	3	1	2
Math.Content.K. CC.C.6	42	88%	6	13%	3	3	0	0
Math.Content.K. CC.C.7	35	80%	9	20%	5	4	0	0
Math.Content.K. G.A.1	42	88%	6	13%	0	3	2	1
Math.Content.K. G.A.2	40	89%	5	11%	1	4	0	0
Math.Content.K. G.A.3	36	80%	9	20%	5	2	0	2
Math.Content.K. G.B.4	37	77%	11	23%	5	4	1	1
Math.Content.K. G.B.5	43	91%	4	9%	1	2	0	1
Math.Content.K. G.B.6	43	83%	9	17%	6	1	0	2
Math.Content.K. MD.A.1	38	79%	10	21%	2	6	2	0
Math.Content.K. MD.A.2	38	93%	3	7%	1	1	0	1
Math.Content.K. MD.B.3	39	91%	4	9%	0	3	0	1
Math.Content.K. NBT.A.1	30	59%	21	41%	12	5	0	4
Math.Content.K. OA.A.1	39	83%	8	17%	3	3	2	0
Math.Content.K. OA.A.2	35	80%	9	20%	4	5	0	0
Math.Content.K. OA.A.3	32	64%	18	36%	11	2	0	5

Math.Content.K. OA.A.4	34	71%	14	29%	9	3	0	2
Math.Content.K. OA.A.5	33	72%	13	28%	7	5	0	1

**Math.Content.K.CC.A.1**

Count to 100 by ones and by tens by rote memory.

This prevents confusion that students must correlate recognizing these #with just memorizing them in oral sequential order.

Count to 100 by ones and by tens by the end of the year.

Count to 100 by ones and by tens. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Count to 100 by ones, twos, fives, tens, and twenty-fives.

Having a strong foundation in numbers 1-25 and understanding what those numbers are is more enriching than rote counting to 100.

Please explain how you would break up the standard:

Count to 100 by ones.

Count to 100 by tens.

Counting is an essential part of number recognition and skip counting is a useful skill before we begin base ten in first grade.

Counting to 100 by ones and tens is a basic standard that I expect a kindergartener to learn.

Developmentally appropriate and necessary foundation.

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

It is rote counting, which we have always taught children.

Kinders should be able to count to 100 and be aware of the 10's as this is an important concept for students to be successful in future mathematical topics.

Impossible to function mathematically without knowing this concept!

My two year old can already count to 10.

These are realistic goals, they are useful in subsequent math concepts. and this is an easy to read format.

**Math.Content.K.CC.A.2**

Count forward beginning from a given number up to 10 within the known sequence (instead of having to begin at 1).

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
Developmentally appropriate. Pre-requisite for simple addition.
If this were limited to 20 is developmentally appropriate for K. 100 is unwisely aggressive.
Important skill in helping students develop number sense and the beginning of addition.
Starting with numbers other than one encourages critical thinking skills.
Students need to understand that counting on can begin at any number before we begin addition.
Students need to understand the order of numbers so that they understand the value of the number. Additionally, students will need this skill for a multitude of future math concepts including graphing on a plane or a number line.
The ability to do tis shows a certain degree of number sense.
The standard is age appropriate and allows the appropriate progress for mathematical understanding!
This gives practice with real world counting experience i.e. "I have 3 cookies and get 1 more." It sets up success for addition!
This is a life skill.
<b>Math.Content.K.CC.A.3</b>
Identify and write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Please explain how you would break up the standard: Make it 2 standards Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Please explain how you would break up the standard: Standard One: Write numbers from 0 to 20. Standard Two: Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) by the end of the year.
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
Again, understanding the value of numbers and the representation is an important basic foundational concept.
Developmentally appropriate. Essential foundational skill.
It aligns with previous GLE M.K.4 that was appropriate for Kindergarten.

Realistic expectation for this age child.

Students should study this in PreK but many students still have difficulty recognizing and writing numbers correctly through late kindergarten.

The standard is age appropriate and allows the appropriate progress for mathematical understanding!

Writing is the tactile/ kinesthetic learning mode that locks specific features of the written character in the brain. It makes connections for many children that no other learning mode can match. When writing (the #) is paired with oral response (the #name) & it's mathematical amount (the corresponding set), the connection is extremely strong & lends to quicker learning success.

**Math.Content.K.CC.B.4a**

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

When counting objects, say the number names in the standard order, pairing each quantity with one and only one number name and each number name with one and only one set of objects.

Essential for computation.

Essential.

The standard is age appropriate and allows the appropriate progression towards mathematical understanding!

This is a foundation skill.

This is poorly worded and convoluted.

**Math.Content.K.CC.B.4b**

Match quantities up to at least 10 with numerals and words.

Please explain how you would break up the standard:

Two separate concepts;

1--Understand that the last number name said tells the number of objects counted.

2--The number of objects is the same regardless of their arrangement or the order in which they were counted.

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

A child's ability to do this shows true understanding of numbers.

Essential for computation.

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

This is a foundation skill.

**Math.Content.K.CC.B.4c**

Match quantities up to at least 10 with numerals and words.

Understand that each successive number name refers to a quantity that is one larger. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

realistic expectation, easy to understand this standard for educators

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

This is a foundation skill.

**Math.Content.K.CC.B.5**

Count objects up to 20 to answer questions with the sentence stem "How many...?". Up to 20 objects may be arranged in a line, a rectangular array, or a circle. Up to 10 objects may be arranged in a scattered configuration.

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Please explain how you would break up the standard:

a- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle. □

b- Count to answer "how many?" questions about as many as 10 things in a scattered configuration.

c- Given a number from 1-20, count out that many objects.

Developmentally appropriate

Extremely important for intrinsic one-to-one correspondence; allows for lots of practice for little or no error/correct amount counted. Great for guided instruction/ practice for physical moving of each item when using objects/manipulatives or "hash" marks to track counting of each picture counted to prevent skipping counting or counting a picture multiple times.

NO.... just NO. Way too prescriptive and convoluted. This is an awful standard by any measure. This is one of the standards that brought CC to my attention in the first place. The materials produced to match this standard are just as confusing and convoluted as the standard itself. Also, 10 is developmentally more appropriate.

A good one would be...

"Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than) and order numbers"

Seems like the same skill as KCC.B.4a

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

This helps students think flexibly about sets of objects.

**Math.Content.K.CC.C.6**

Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than) and order numbers.

Identify whether the number of objects in a group of up to 10 is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Ability to do this shows child understands quantity and connects it to counting.

Essential.

Self explanatory

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

**Math.Content.K.CC.C.7**

Compare two numbers between 1 and 10 presented as written numerals should be part 3 that follows part 1: compare two sets of objects (concrete stage), then part 2: compare two sets of pictures (semi concrete stage). Comparing written numerals is the symbolic/ abstract stage & should be part 3 of this standard.

Compare two numbers between 1 and 10 presented as written numerals to determine if the number's value is less than or greater than the comparative number.

Compare two numbers between 1 and 10 presented as written numerals. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Compare two numbers between 1 and 20 presented as written numerals.



Essential.

It is next level of abstraction from previous standard.

Specifically calling into question K.OA.A.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. This is an important item to understand, however your standard's use of this skill in grades higher up I do question and will make my opinion known when looking at those standards. The skill is useful when performing subtraction at higher grade levels but requiring our children to write out unnecessary steps to solve simple subtraction problems defeats the intention of mathematics, to solve problems efficiently.

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

### **Math.Content.K.G.A.1**

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Please explain how you would break up the standard:

Describe objects in the environment using names of shapes,

describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.

Please explain how you would break up the standard:

Describe objects in the environment using names of shapes (This is basically the same thing as what is required in K.G.A.2) so K.G.A.1 should simply say:

Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to

Otherwise, it is hard to assess students on this standard if they name positions correctly but do not name the shapes correctly and vice versa.

Developmentally appropriate.

Inappropriate for 3D shapes, and unnecessary for 2D shapes beyond rectangles (or even just squares).

"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. "

Real life skill

Very useful life skill

### **Math.Content.K.G.A.2**

Correctly name shapes regardless of their orientations or overall size. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Correctly name shapes regardless of their overall size.

Correctly name shapes regardless of their position in space or overall size.

Inappropriate for 3D shapes, and unnecessary for 2D shapes beyond rectangles (or even just squares).

"Name, describe, sort, and draw simple two-dimensional shapes."

"Name and compare three-dimensional shapes."

Developmentally appropriate.

expands child's thinking

This is a basic standard for any kindergartner to learn.

This is something we've always done in kindergarten, but not so much the different orientations. This is really ensuring that they master that skill.

### **Math.Content.K.G.A.3**

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Identify shapes as two-dimensional (lying in a plane, "flat").

Developmentally appropriate.

Foundation skill

I agree with the above standards because they are physical and concrete. Children at this age are able to understand real things. Abstract thinking is not developmentally appropriate at this age.

Inappropriate. Children at this age can intuit the difference between 2D and 3D but many have difficult time to verbalize it and/or visualize it.

Most students can do this by the end of kindergarten but some still struggle with the concept of flat and solid until first grade. Need supplemental directives.

Not a necessary fundamental math skill for a kindergarten student.

### **Math.Content.K.G.B.4**

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Omit the word "verticie" from kindergarten.

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Analyze and compare two dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

See GLE's M.K.17, M.1.26, M.2.21....break this standard into these three GLE's for more appropriate language and to simplify the expectations of one standard...This one is too complicated and over compacted with multiple skills that should be assessed separately.

Kids love to work with shapes.

Poorly written, inappropriate and unnecessarily demanding.

Mass had the following, more appropriate, standards on this strand:

"Name, describe, sort, and draw simple two-dimensional shapes."

"Name and compare three-dimensional shapes."

" 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 attribute of being red; a square block, a square cracker, and a square book share the attribute of being square."

Requiring that children describe shapes is also requiring them to really analyze their attributes.

Sharpens observation skills and vocabulary

### **Math.Content.K.G.B.5**

Draw circles, squares, rectangles and triangles.

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

hands on experiential learning

Keep this standard!

Kids love working with shapes and could practice this hands-on applications everyday.

Why is this written this way? I don't hate it but it does seem to be a bit prescriptive.

Why not..... "Name, describe, sort, and draw simple two-dimensional shapes."

**Math.Content.K.G.B.6**

Compose simple shapes to form larger shapes. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

can be easily integrated into art

Composing is easier for Kindergarten than decomposing.

I feel this is too ambitious for many 5 year olds, and I also don't feel that this is a necessary skill to master for future math skills.

Inappropriate and unnecessarily demanding. This is a 2nd grade standard in Singapore.

**Math.Content.K.MD.A.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. "

"Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners. "

Describe measurable attributes of objects in terms of length, weight, capacity, temperature, time, and money. Describe several measure attribute of a single objective.

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Students at this age are able to answer questions about an object, such as- How long is the worm? It is \_\_ number of snap cubes long. Students have great difficulty using their own words to describe an object. Measuring is new to them and they get the vocabulary of length and weight confused.

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Please explain how you would break up the standard:

Describe measurable attributes of objects, such as length or weight. (This should be separated)

Describe several measurable attributes of a single object. (This should stand alone)

Please explain how you would break up the standard:

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object in standard ( inches, lbs) and nonstandard units

Describing attributes is both beneficial and fun for young children. It is real life!

I believe introducing measurement in kindergarten builds a solid foundation for future science classes.

Very useful life skill

**Math.Content.K.MD.A.2**

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Inappropriate and unnecessarily demanding. This is a Grade 2 standard in Singapore math.

This standard describes a skill that we hope young children develop even before Kindergarten - whose popsicle is longer, yours or mine?

**Math.Content.K.MD.B.3**

Classify objects into given categories; count the numbers of objects in each category and graph the categories by count.

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count from least to greatest or greatest to least.

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

It seems like this standard could be worded a bit better.

"Sort and classify objects by color, shape, size, number, and other properties."

"Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs. "

This covers the important skill of sorting, but also builds the concept of comparing sets of objects.

Very useful life skill. contributes to a child's ability to order their world.

**Math.Content.K.NBT.A.1**

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Compose and decompose numbers from 11 to 20 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Compose and decompose numbers from 11 to 99 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones for the teen numbers, and understand that the others are composed of groups of ten and one, two.....

Understand how to add and subtract without using objects.

Understand that the numbers from 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones and be able to show each of these numbers broken into groups of ten and so many ones.

Again, I feel decomposing numbers would be too difficult a concept for all 5 year olds. I'm a fan of optional enrichment concepts for capable students in small group instruction. Pressuring a class full of kindergarteners to master concepts such as this will distract from mastering basic counting and addition/subtraction skills that teachers need to focus on helping their students to master.

Developmentally inappropriate; frivolous drawings; algebraic equations are not appropriate for Kindergarten...breaking apart a number(subtraction) and then asking a child to use addition to solve is algebra...confusing and too complicated for a kindergartener...especially when a foundation of addition and subtraction facts are not yet mastered.

Sets basic foundation for base-ten

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

This is an important skill for understanding our base ten system.

This standard needs to go away completely. It is poorly worded, inappropriate and highly prescriptive.

Too abstract! Young children are not developmentally ready for this level of abstract thinking!

#### **Math.Content.K.OA.A.1**

Please explain how you would break up the standard:

Eliminate drawings and separate scenarios. It should also specify within 5.

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

This is highly prescriptive.

"Use objects and drawings to model and solve related addition and subtraction problems to ten."

Developmentally appropriate.

Great options for multiple ways of instructing, guided practice & independent practice of addition concepts & subtraction

Physical forms of learning (such as touching objects) enhance students' ability to master mathematical skills.

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

This is a foundation skill. Young children need to experience the concepts of addition and subtraction using concrete materials so that they have a deep understanding of what it means to add and subtract.

Very developmentally correct

#### **Math.Content.K.OA.A.2**

"Use objects and drawings to model and solve related addition and subtraction problems to ten."
Solve addition and subtraction problems or word problems with values up to 10 through use of objects or drawings.
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects to represent the problem.
Drawings distract from the focus because most Kindergarteners can't draw.
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
Solve addition and subtraction word problems, and add and subtract within 12; e.g., by using objects or drawings to represent the problem.
It expands on the previous skill
Solving real life problems is always a good thing. Anytime you can put math into context for children, they understand it better. Using objects or drawings also helps in that understanding.
The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!
<b>Math.Content.K.OA.A.3</b>
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
Prove through addition and subtraction that a number's value, using numbers up to 10, can be represented in multiple equation forms. (e.g., by using objects or drawings to accurately record the equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ )).
Building number sense in early grades is key!
I'm not sure this is an age appropriate skill, seems ambitious for some 5 year olds. I would like teachers to be able to use this as an optional enrichment concept for capable students in small group settings. I can't image all Kindergarteners being able to master this concept.
It is too complex for Kindergarten.
Recording by equations and number sentences is clearly inappropriate.
The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!
This is an excellent building block for more complex math problems in first grade.
This standard is developmentally inappropriate.
This standard was very difficult for teachers and students. It is not age or developmentally appropriate for Kindergarten. Solving as algebraic equations before knowing addition and subtraction facts is like building a house with no foundation on the marsh. Eventually your plan falls apart. Delete this standard.
useful, prepares child to deeply understand number system
<b>Math.Content.K.OA.A.4</b>

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. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects. Record the answer.

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. ( $8 + \underline{\quad} = 10$ ; 2 is the answer))

Again, important to understand, however the future use of this acquired skill will be put into question when reviewing the other grades.

Bordering on inappropriate, particularly the recording by equation.

Building number sense in early grades is key!

Developing this skill will help students with mental addition as they progress through the grades.

Expands level of thinking in relation to counting

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

This standard also needs to be deleted. Our students spent too much time drawing frivolous circles or objects to make ten without first knowing all their addition and subtraction facts. This did nothing but hinder their intuitive math skills by making them resort to drawing or counting on fingers instead of actually understanding the calculations. It made them dependent instead of independent thinkers.

**Math.Content.K.OA.A.5**

Add and subtract within 5.

(Fluency with this skill is developmentally unreasonable for most students at this age.)

Explain fluently.

Fluently add and subtract number facts using numerals 0-10. ex.  $0+1$ ,  $0+10$ ,.....  $10+1$ ,  $10+10$

Fluently add and subtract within 10

Fluently add and subtract within 5. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Critics have said that CCSS doesn't require students to learn basic math facts. This standard shows that those rumors are false.

Fluency is quite important and these small numbers are completely appropriate.

The standard is age appropriate and allows for the appropriate progression towards mathematical understanding!

Why is this standard here? Is it necessary?