

Priority Standards for Kindergarten Mathematics

The purpose of this document is to provide a brief overview of the most essential content in the grade level along with a progression of how the content was addressed in the prior grade level and will prepare students for content in the future grade level. This is not a comprehensive list of content in the grade level as defined in the Utah Core Standards, but rather highlights the major work of the grade level.

Priority Standards for Grade Band: Grades K-2		
K	1 st	2 nd
Develop concepts of counting and cardinality		
Represent and solve problems involving addition and subtraction		
Understand and use place value		

Vertical Alignment of Priority Standards

Priority Standard #1: Counting and Cardinality
Prior Grades: Students may have formal or informal experience with counting and cardinality concepts.
Kindergarten: Know number names to 20 and the counting sequence to 100 (K.CC.1-3). Count to tell the number of objects (K.CC.4-5). Identify and compare quantities of objects and numerals (K.CC.6-7).
Future Grades: In Grade 1, students count to 120 starting at any number less than 120 (1.NBT.1) and relate addition and subtraction to counting (1.OA.5).

Priority Standard #2: Represent and Solve Problems Involving Addition and Subtraction
Prior Grades: Students may have formal or informal experience with addition and subtraction concepts.
Kindergarten: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from within 10 (K.OA.1-4). Fluently add and subtract using numbers within 5 (K.OA.5).
Future Grades: Students represent and solve addition and subtraction word problems within 20 in first grade (1.OA.1-2) and extend to within 100 in second grade (2.OA.1). Students demonstrate





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fluency for addition and subtraction within 10 by the end of first grade (1.OA.6.b) and within 20 in second grade (2.OA.2b).

Priority Standard #3: Understand and Use Place Value

Prior Grades: Students may have informal experience with place value concepts.

Kindergarten: Use objects or drawings to compose and decompose numbers 11-19 to gain foundations for place value (K.NBT.1).

Future Grades: Students understand that the digits of a number represent the amount of ones and tens (1.NBT.2) and extend to the amount of hundreds in second grade (2.NBT.1).

