Transitional Kindergarten Math Standards - *Revised 5.16.16*

*Essential Standards****

Counting and Cardinality TK.CC   **Counting and Cardinality K.CC**

Transitional Kindergarten Goal / Standard	Kindergarten Standard (State Adopted)
Know the number names and the sequence up to 30 1. ***Count by 10's to 50****** 2. Count forward from a given number: 1st trimester - 10, 2nd trimester - 20, 3rd trimester - 30 3. ***Write numbers 0 to 10. Represent a number of objects with a written numeral 0 - 10 (with 0 representing a count of no objects). 2nd trimester up to 5 and 3rd trimester up to 10.******	**Know the number names and the sequence** 1. Count to 100 by ones and by tens 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1) 3. 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).

Count to tell the number of objects.
  4. Understand the relationship between numbers and quantities; connect counting to cardinality up to 10.
    a. ***When counting objects, say the number names in the standard order, pairing each object with one and only one number name with one and only one object up to 10.******
    b. 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 up to 10.
    c. Understand that each successive number name refers to a quantity that is one larger up to 10.
  5. ***Count to answer "how many?" Questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10***
	Count to tell the number of objects.
	  4. Understand the relationship between numbers and quantities; connect counting to cardinality.
	    a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name with one and only one object.
	    b. 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.
	    c. Understand that each successive number name refers to a quantity that is one larger.
	  5. 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.

things in a scattered configuration; given a number from 1-10, count out that many objects.***	
Compare Numbers 　6. ***Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.****** 　7.Compare two numbers between 1 and 10 presented as written numerals.	**Compare Numbers** 　6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10. 　7. Compare two numbers between 1 and 10 presented as written numerals.

Operation and Algebraic Thinking TK.OA	Operation and Algebraic Thinking K.OA
Transitional Kindergarten Goal / Standard	Kindergarten Standard (State Adopted)
Explore addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** 　1.　Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions, expressions, or equations. 　2.　Solve addition and subtraction word problems, and add and subtract with 10 by using objects or drawings to represent the problem. 　3.　Decompose numbers less than or equal to 10 into pairs in more than one way. (Use objects or drawings, and record each decomposition by drawing or equation) 　4.　For any number from 1 to 9 find the number that makes 10 when added to the given number by

	using objects or drawings, and record the answer with a drawing or an equation. 5. Fluently add and subtract within 5.

Measurement and Data TK.MD

Measurement and Data K.MD

Transitional Kindergarten Goal / Standard	Kindergarten Standard (State Adopted)
Describe and compare measurable attributes 1. Understand describing terms for comparing measurable attributes of an object: bigger/smaller (size), heavier/lighter (weight), longer, shorter (length), taller/shorter (height).	**Describe and compare measurable attributes** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 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. (For example, directly compare the heights of two children and describe one child as taller/shorter).
Classify objects and count the number of objects in each category *2. Sorts objects (up to ten) into 3 groups (color, size, etc) with each group having different amounts.****	**Classify objects and count the number of objects in each category** 3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Geometry TK.G	Geometry K.G
Transitional Kindergarten Goal / Standard	Kindergarten Standard (State Adopted)
Identify and describe shapes (squares, circles, triangles, rectangles, ovals, rhombus) 　1. *Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as: above, below, next to, beside, in front of, behind (Objects can be placed in varied places or students can demonstrate their understanding by moving around their chair).**** 　2. *Correctly name shapes, regardless of their orientations or overall size.**** 　3. Identify shapes as two-dimensional (lying in a plane, flat)	**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)** 　1. Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as: above, below, next to, beside, in front of, behind. 　2. Correctly name shapes, regardless of their orientations or overall size. 　3. Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid)
Analyze, compare, create, and compose shapes. 　4. Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices/corners) and other attributes (having sides of equal lengths). 　5. Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes.	**Analyze, compare, create, and compose shapes.** 　4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices/corners) and other attributes (having sides of equal lengths). 　5. Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes. 　6. Compose simple shapes to form larger shapes.