Kindergarten Learning Acceleration Guidance

Learning acceleration will ensure students have the skills they need to equitably access and practice on-grade level content. This chart is a reference guide for teachers to help them more quickly identify the specific prerequisite and co-requisite standards necessary for every Kindergarten math standard. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

Kindergarten Standard	Previous Grade(s) Standards	Kindergarten Standards Taught in Advance	Kindergarten Standards Taught Concurrently
K.CC.A.1 Count to 100 by ones and by tens.			K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).			K.CC.A.1 Count to 100 by ones and by tens.
K.CC.A.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).			
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. 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.			K.CC.A.1 Count to 100 by ones and by tens. K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.C.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, e.g., by using matching and counting strategies.

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K.CC.B.5 Count to answer "How many?" questions. a. Count objects up to 20, arranged in a line, a rectangular array, or a circle. b. Count objects up to 10 in a scattered configuration. c. When given a number from 1-20, count out that many objects.			K.CC.C.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, e.g., by using matching and counting strategies.
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K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.		K.CC.C.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, e.g., by using matching and counting strategies.	
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
K.OA.A.3 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).		K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
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.		K.OA.A.3 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).	

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K.OA.A.5 Fluently add and subtract within 5.		K.OA.A.3 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).	
K.NBT.A.1 Gain understanding of place value. a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. b. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). c. Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8).		K.OA.A.3 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).	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.			
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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
K.MD.B.3 Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.		K.CC.C.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, e.g., by using matching and counting strategies. 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	

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K.MD.C.4 Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)			
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*.			K.G.A.2 Correctly name shapes regardless of their orientations or overall size.
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.		K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”). 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).	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*.
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).		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*. K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	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).
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).		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*. K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			

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K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*		K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	