

**New York State P-12 Learning Standards for Mathematics (Revised 2017)**

**Pre-Kindergarten  
Counting and Cardinality**

		<b>Standard Code</b>	<b>Standard</b>	<b>Additional Clarification/Examples</b>
<b>Clusters</b>	<b>A.</b> Know number names and the count sequence.	PK.CC.A.1	1. Count to 20.	
		PK.CC.A.2	2. Represent a number of objects (0 - 5), with a written numeral 0–5 (with 0 representing a count of no objects).	<u>Note</u> : Students can select the corresponding number card and/or write the numeral.
	<b>B.</b> Count to tell the number of objects.	PK.CC.B.3	3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.	
		PK.CC.B.3a	3a. 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. (1:1 correspondence)	

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<b>Clusters</b>	<b>B.</b> Count to tell the number of objects.	PK.CC.B.3b	3b. Explore and develop the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	
		PK.CC.B.4	4a. Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.	e.g., “How many _____ are there?”
			4b. Given a number from 1–10, count out that many objects.	
	<b>C.</b> Compare numbers.	PK.CC.C.5	5. Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group.  <u>Note:</u> Include groups with up to five objects.	e.g., using matching and counting strategies.
		PK.CC.C.6	6. Identify “first” and “last” related to order or position.	

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**Pre-Kindergarten  
Operations & Algebraic Thinking**

		<b>Standard Code</b>	<b>Standard</b>	<b>Additional Clarification/Examples</b>
<b>Clusters</b>	A. Understand addition as adding to, and understand subtraction as taking from.	PK.OA.A.1	1. Explore addition and subtraction by using objects, fingers, and responding to real world situations.	e.g., If we have 3 apples and add two more, how many apples do we have all together?
	B. Understand simple patterns.	PK.OA.B.2	2. Duplicate and extend simple patterns using concrete objects.	e.g., "What comes next?"

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**Pre-Kindergarten  
Measurement & Data**

		<b>Standard Code</b>	<b>Standard</b>	<b>Additional Clarification/Examples</b>
<b>Clusters</b>	A. Describe and compare measurable attributes.	PK.MD.A.1	1. Identify measurable attributes of objects, such as length or weight, and describe them using appropriate vocabulary.	e.g., small, big, short, tall, empty, full, heavy, and light.
	B. Sort objects and count the number of objects in each category.	PK.MD.B.2	2. Sort objects into categories; count the objects in each category.  <u>Note:</u> Limit category counts to be less than or equal to 10.	

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**Pre-Kindergarten  
Geometry**

		<b>Standard Code</b>	<b>Standard</b>	<b>Additional Clarification/Examples</b>
<b>Clusters</b>	A. Identify and describe shapes (squares, circles, triangles, and rectangles).	PK.G.A.1	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to.	
		PK.G.A.2	2. Name shapes regardless of size.	
	B. Analyze, compare, and sort objects.	PK.G.B.3	3. Analyze, compare, and sort two- and three-dimensional objects using informal language to describe their similarities, differences, and other attributes.	e.g., color, size, and shape.
		PK.G.B.4	4. Create and build shapes from components.	e.g., sticks and clay balls.