New York State Next Generation Mathematics Learning Standards

This document is intended to help educators identify the key changes that have occurred to the content standards for this grade level/course and to assist with designing curriculum and lessons aligned to the NYS Next Generation Mathematics Learning Standards. This document does not contain the comprehensive list of learning standards for the grade level/course. The complete list of standards for the grade level/course can be found at NYS Next Generation Mathematics Learning Standards.

Kindergarten Snapshot

Standards New to Kindergarten

NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects. (New Cluster: Understand Simple Patterns). Builds upon work started with pattern recognition in Prekindergarten with standard NY-PK.OA.2, and provides foundation for future work with arithmetic patterns.
NY-K.MD.4 Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes. Recognizing coins is an expectation for Grade 1. Relate work with this standard to NY-K.OA.1, 3, and 4, NY-K.NBT.1 and NY-K.MD.3.

Standards Moved from Kindergarten

No standards moved.

Highlights/Instructional Considerations

NY-K.CC.2 Counting to 100 by ones beginning from any given number (instead of beginning at 1).
NY-K.CC.4 Understand the relationship between numbers and quantities up to and including 20.
NY-K.CC.4c Concept of successive numbers is now introduced in grade K, standard PK.CC.3c was removed from PK.
NY-K.CC.6 Added language of "more than", "fewer than" and "the same as", which should be used when comparing objects without a quantity. "Greater than", "less than", and "equal to" should also be used when comparing numbers.
NY-K.OA.1 Pennies have been added as a manipulative to be used for addition and subtraction. Other strategies may be utilized than those listed.
NY-K.OA.5 Added fluency clarification. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.
NY-K.NBT.1 Students do not need to represent the composition of teen numbers as an equation, though still a viable representation. Focus is on using objects or drawings.
NY-K.G.3 Understand the difference between two-dimensional and three-dimensional shapes. Language change from "identify shapes as" to "understand the difference between". Students are still identifying/naming shapes in NY-K.G.2.
NY-K.G.4 Students are analyzing, comparing and sorting two and three-dimensional shapes. This standard builds upon standard NY-PK.G.3 where students are exploring two and three-dimensional objects using informal language, and connects to the grade-level standard NY-K.G.3.
NY-K.G.5 Students should be taught to model objects by building and drawing shapes; however, when answering a question, students can choose to model the object by building or drawing the shape.