New York State Next Generation Mathematics Learning Standards		
Pre-Kindergarten Crosswalk		
Counting and Cardinality		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Know number names and the count sequence.	**PK.CC.1** Count to 20.	**NY-PK.CC.1** Count to 20.
	PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).	**NY-PK.CC.2** Represent a number of objects (0 - 5), with a written numeral 0–5 (with 0 representing a count of no objects). **Note: Students can select the corresponding number card and/or write the numeral.**

New York State Next Generation Mathematics Learning Standards		
Pre-Kindergarten Crosswalk		
Counting and Cardinality		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Count to tell the number of objects.	**PK.CC.3** Understand the relationship between numbers and quantities to 10; 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 and each 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.~~	**NY-PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. **NY-PK.CC.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)** **NY-PK.CC.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.4 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 5 things in a scattered configuration; given a number from 1–10, count out that many objects.	**NY-PK.CC.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?" **NY-PK.CC.4b** Given a number from 1–10, count out that many objects.

New York State Next Generation Mathematics Learning Standards		
Pre-Kindergarten Crosswalk		
Counting and Cardinality		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Compare numbers.	**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., ~~by~~ using matching and counting strategies. (1: up to 5 objects)	**NY-PK.CC.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. e.g., using matching and counting strategies. Note: Include groups with up to five objects.
	PK.CC.6 Identify "first" and "last" related to order or position.	**NY-PK.CC.6** Identify "first" and "last" related to order or position.

New York State Next Generation Mathematics Learning Standards		
Pre-Kindergarten Crosswalk		
Operations and Algebraic Thinking		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Understand addition as adding to, and understand subtraction as taking from.	**PK.OA.1** ~~Demonstrate~~ an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).	**NY-PK.OA.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?
Understand simple patterns.	**PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.	**NY-PK.OA.2** Duplicate and extend simple patterns using concrete objects. e.g., "What comes next?"

New York State Next Generation Mathematics Learning Standards		
Pre-Kindergarten Crosswalk		
Measurement and Data		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Describe and compare measurable attributes.	**PK.MD.1** Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	**NY-PK.MD.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.
Sort objects and count the number of objects in each category.	**PK.MD.2** Sort objects into categories; count the numbers of objects in each category. 1 (limit category counts to be less than or equal to 10)	**NY-PK.MD.2** Sort objects **and shapes** into categories; count the objects in each category. Note: Limit category counts to be less than or equal to 10.

New York State Next Generation Mathematics Learning Standards		
Pre-Kindergarten Crosswalk		
Geometry		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Identify and describe shapes (squares, circles, triangles and rectangles).	**PK.G.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, in front of, behind, over, under, and next to.	**NY-PK.G.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.2 Correctly name shapes regardless of size.	**NY-PK.G.2** Name shapes regardless of size.
~~**Analyze, compare, and sort objects.**~~ **Explore and create two and three-dimensional objects.**	**PK.G.3** ~~Analyze, compare, and sort~~ two- and three-dimensional shapes and objects, ~~in different sizes~~, using informal language to describe their similarities, differences, and other attributes ~~(e.g., color, size, and shape).~~	**NY-PK.G.3 Explore** two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.
	PK.G.4 Create and build shapes from components (e.g., sticks and clay balls).	**NY-PK.G.4** Create and build shapes from components. e.g., sticks and clay balls.