NYS Pre-Kindergarten to Grade 2 Mathematics Learning Standards				
Pre-Kindergarten Counting and Cardinality				
		Standard Code	**Current Standard**	**Revised Standard Recommendation for 2018-19**	**Additional Information/Notes**
Clusters	**A. Know number names and the count sequence.**	PK.CC.A.1	1. Count to 20.	1. No Change	
		PK.CC.A.2	2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).	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.	**Clarify that students do not need to write numbers. Students can match to cards with written numerals.**
	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.	3. No Change	
		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.	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)	**clarification of vocabulary added** (1:1 correspondence)

	**NYS Pre-Kindergarten to Grade 2 Mathematics Learning Standards**
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Clusters	**B. Count to tell the number of objects.**	PK.CC.B.3b	3b. 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.	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.	**Added** (cardinality) **Clarification that students do not need to master the standard.** The word "explore" indicates the topic is an important concept that builds the foundation for progression toward mastery in later grades. However, mastery at the current grade is not expected for that standard. Repeated experiences with these concepts, with immersion in the concrete, are vital.
		PK.CC.B.3c	3c. Understand that each successive number name refers to a quantity that is one larger.	3c. Remove	**It is a K standard (K.CC.4c).**
		PK.CC.B.4	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.	4a. Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle and as many as 5 objects in a scattered configuration, (e.g., "How many _____ are there?").	**To provide clarification and separate distinct skills.**
				4b. Given a number from 1–10, count out that many objects.	
	C. Compare numbers.	PK.CC.C.5	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. (up to 5 objects)	5. Recognize whether the number of objects in one group is more, fewer, and/or equal/same to the number of objects in another group, e.g., by using matching and counting strategies. (1:1 up to 5 objects)	**Clarification of language.**
		PK.CC.C.6	6. Identify "first" and "last" related to order or position.	No Change	

			NYS Pre-Kindergarten to Grade 2 Mathematics Learning Standards		

Pre-Kindergarten
Operations & Algebraic Thinking

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<tr>
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<th>Standard Code</th>
<th>Current Standard</th>
<th>Revised Standard Recommendation for 2018-19</th>
<th>Additional Information/Notes</th>
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<tr>
<td rowspan="2">Clusters</td>
<td>A. Understand addition as adding to, and understand subtraction as taking from.</td>
<td>PK.OA.A.1</td>
<td>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?).</td>
<td>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?).</td>
<td rowspan="2">Clarification that students do not need to master the standard.
The word "explore" indicates the topic is an important concept that builds the foundation for progression toward mastery in later grades. However, mastery at the current grade is not expected for that standard. Repeated experiences with these concepts, with immersion in the concrete, are vital.</td>
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<td>B. Understand simple patterns.</td>
<td>PK.OA.B.2</td>
<td>2. Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</td>
<td>2. No Change</td>
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	NYS Pre-Kindergarten to Grade 2 Mathematics Learning Standards			
	Pre-Kindergarten **Measurement & Data**			
	Standard Code	**Current Standard**	**Revised Standard Recommendation for 2018-19**	**Additional Information/Notes**
Clusters / A. Describe and compare measurable attributes.	PK.MD.A.1	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).	1. Identify measurable attributes of objects, such as length or weight, and describe using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	**Clarify language.**
B. Sort objects and count the number of objects in each category.	PK.MD.B.2	2. Sort objects into categories; count the number of objects in each category. (Limit category counts to be less than or equal to 10.)	2. Sort objects into categories; count the objects in each category. Limit category counts to be less than or equal to 10. Emphasis is on ability to sort.	**Clarify language and content (emphasis is on sorting).**
	PK.MD.B.3	NEW ADDITION	3. Explore coins, e.g., while using them as manipulatives.	**Exposure to coins to support the progression to K. Previously, there was a gap in instruction.**

	NYS Pre-Kindergarten to Grade 2 Mathematics Learning Standards			
	Pre-Kindergarten **Geometry**			
	Standard Code	**Current Standard**	**Revised Standard Recommendation for 2018-19**	**Additional Information/Notes**
Clusters — **A.** Identify and describe shapes (squares, circles, triangles, 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, in front of, behind, over, under, and next to.	1. No Change	
	PK.G.A.2	2. Correctly name shapes regardless of size.	2. Name shapes regardless of size.	**Correctly is implied.**
B. Analyze, compare, and sort objects.	PK.G.B.3	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).	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).	**Clarify - eliminate wordiness.**
	PK.G.B.4	4. Create and build shapes from components (e.g., sticks and clay balls).	4.No Change	