

North Dakota Mathematics Content Standards

Kindergarten Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: K.CC.1

"K.CC.1" references the grade level followed by the domain and then the standard. This coding is taken directly from the North Dakota Department of Public Instruction's standards document.

Prioritized Standards

Counting and Cardinality

Know number names and the count sequence:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.CC.1	Count to 100 by ones and by tens. Count backward from 20 by ones.	✓		✓	✓	✓	4
K.CC.2	Count forward beginning from a given number within 100. Count backward from a given number within 10.	✓	✓	✓	✓	✓	5
K.CC.3	Write numbers sequentially from 0 to 20. Write a given number from 0 to 20.	✓	✓	✓		✓	4

Count to tell the number of objects:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.CC.4	Understand the relationship between numbers and quantities up to 20; connect counting to cardinality. a. Use one to one correspondence when counting	✓		✓	✓	✓	4

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	objects. b. Understand that the last number name said tells the number of objects counted, regardless of their arrangement or order in which they were counted. c. Understand that each successive number name refers to a quantity that is one more.						
K.CC.5	Count to answer “how many?” questions. a. Tell how many objects up to 20 are in an arranged pattern (e.g., a line or an array) or up to 10 objects in a scattered configuration. b. Represent a number of objects up to 20 with a written numeral. c. Given a number from 1-20, count out that many objects.	✓	✓	✓	✓	✓	5

Compare numbers:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.CC.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, using groups of up to 10 objects.	✓	✓	✓	✓	✓	5
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	✓		✓	✓	✓	4

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.OA.1	Represent addition and subtraction in a variety of ways.	✓		✓	✓	✓	4
K.OA.2	Use an appropriate strategy to solve word problems that involve adding and subtracting within 10.	✓	✓	✓	✓	✓	5
K.OA.4	Find the number that makes 10 when added to a given number from 1 to 9. Record with a drawing or equation.	✓	✓	✓	✓	✓	5

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K.OA.5	Fluently add and subtract within 5.	✓		✓	✓	✓	4
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Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value:
No standards were prioritized within this cluster.

Measurement and Data

Describe and compare measurable attributes:
No standards were prioritized within this cluster.

Classify objects and count the number of objects in each category:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.MD.3	Classify objects into given categories limiting the number in each category to 10 or less. Count the numbers of objects in each category and sort the categories by count.	✓	✓	✓	✓	✓	5

Geometry

Identify and describe shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres):

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
K.G.1	Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres).	✓	✓	✓	✓	✓	5
K.G.2	Correctly name shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres) regardless of their orientations or overall size.	✓	✓	✓	✓	✓	5

Compare, classify and compose shapes:
No standards were prioritized within this cluster.

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