



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Mathematics: Kindergarten Crosswalk

2014 Standard Language	2020 Standard Language	Changes
<b>Kindergarten</b>		
<b>Number Sense</b>		
K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.	K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.	No Change
K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).	No Change
K.NS.3 Find the number that is one more than or one less than any whole number up to 20.	K.NS.3 Find the number that is one more than or one less than any whole number up to 20.	No Change
K.NS.4 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	K.NS.4 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	No Change
K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a	K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a	No Change

scattered configuration. Count out the number of objects, given a number from one to 20.	scattered configuration. Count out the number of objects, given a number from one to 20.	
K.NS.6 Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.	K.NS.6 Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.	No Change
K.NS.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).	K.NS.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).	No Change
K.NS.8 Compare the values of two numbers from 1 to 20 presented as written numerals.	K.NS.8 Compare the values of two numbers from 1 to 20 presented as written numerals.	No Change
K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	No Change
K.NS.10 Separate sets of 10 or fewer objects into equal groups.	K.NS.10 Separate sets of 10 or fewer objects into equal groups.	No Change
K.NS 11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	K.NS 11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	No Change

**Computation and Algebraic Thinking**

K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	No Change
K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	No Change
K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	No Change
K.CA.4 Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	K.CA.4 Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	No Change
K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	No Change
<b>Geometry</b>		
K.G.1 Describe the positions of	K.G.1 Describe the positions of	No Change

objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	
K.G.2 Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	K.G.2 Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	No Change
K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	No Change
K.G.4 Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	K.G.4 Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	No Change
<b>Measurement</b>		
K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	No Change
K.M.2 Understand concepts of	K.M.2 Understand concepts of	No Change

<p>time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p>	<p>time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p>	
<p><b>Data Analysis</b></p>		
<p>K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>	<p>K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>	<p>No Change</p>