New York State Next Generation Mathematics Learning Standards		
Kindergarten Crosswalk		
Counting and Cardinality		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Know number names and the count sequence.	**K.CC.1** Count to 100 by ones and by tens.	**NY-K.CC.1** Count to 100 by ones and by tens.
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**NY-K.CC.2 Count to 100 by ones**

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New York State Next Generation Mathematics Learning Standards		
Kindergarten Crosswalk		
Operations and Algebraic Thinking		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Note: Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards)	**NY-K.OA.1** Represent addition and subtraction using objects, fingers, **pennies**, drawings, sounds, acting out situations, verbal explanations, expressions, equations **or other strategies**. Note: Drawings need not show details, but should show the mathematics in the problem.
	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., ~~by~~ using objects or drawings to represent the problem.	**NY-K.OA.2a** Add and subtract within 10. **NY-K.OA.2b** Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem.
	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., ~~by~~ using objects or drawings, and record each decomposition by a drawing or equation (~~e.g., 5 = 2 + 3 and 5 = 4 + 1~~).	**NY-K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation. e.g., using objects or drawings.
	K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., ~~by~~ using objects or drawings, and record the answer with a drawing or equation.	**NY-K.OA.4** Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation. e.g., using objects or drawings.
	K.OA.5 Fluently add and subtract within 5.	**NY-K.OA.5** Fluently add and subtract within 5. **Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.**

New York State Next Generation Mathematics Learning Standards		
Kindergarten Crosswalk		
Operations and Algebraic Thinking		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Understand simple patterns.		**NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects.**

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New York State Next Generation Mathematics Learning Standards		
Kindergarten Crosswalk		
Number and Operations in Base Ten		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Work with numbers 11-19 to gain foundations for place value.	**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., ~~by~~ using objects or drawings, and record each composition or decomposition by a drawing ~~or equation (such as 18 = 10 + 8)~~; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**NY-K.NBT.1** Compose and decompose the numbers from 11 to 19 into ten ones and **one, two, three, four, five, six, seven, eight, or nine ones.** e.g., using objects or drawings.

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New York State Next Generation Mathematics Learning Standards		
Kindergarten Crosswalk		
Geometry		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones,		