Kindergarten

As PA transitions to the PA Common Core Standards, the focus of Kindergarten instruction needs to shift:

Less emphasis on:	More emphasis on:
	Standards for Mathematical Practice • Describe mathematical "habits of mind" • Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement • Connect with content standards in each grade
Numbers and Operations • Ordering quantities from least to greatest or greatest to least. • While money is used for counting, addition and subtraction, identification of coins and counting money is not emphasized	**Numbers and Operations** • Understanding number, not just rote counting (CC.2.1.K.A.1) • Counting beginning with any number, not just 1 (CC.2.1.K.A.1) • Counting for a purpose, e.g., to answer "how many?" questions (CC.2.1.K.A.2) • Comparing numbers and quantities (CC.2.1.K.A.2) • Decomposing numbers more than one way (CC.2.2.K.A.1) • Making a ten (CC.2.2.K.A.1) • Fluently adding and subtracting to 5 (CC.2.2.K.A.1) • Decomposing teen numbers into tens and ones (CC.2.1.K.B.1)
Measurement	**Measurement** • Measurement as direct comparison (CC.2.4.K.A.1)

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Less emphasis on:	More emphasis on:
Geometry • Symmetry	**Geometry** • Composing shapes to make larger shapes (CC.2.3.K.A.2) • Naming shapes regardless of orientation (CC.2.2.K.A.1) • Comparing two- and three-dimensional shapes in different sizes and orientations (CC.2.3.K.A.2)
Algebraic Concepts • Number and geometric patterns in isolation	**Algebraic Concepts**
Data Analysis and Probability • While graphs can be used as tools for counting, addition and subtraction, there is not an emphasis on gathering data and constructing graphs • Probability	**Data Analysis and Probability**

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