

# CCSS WHERE TO FOCUS KINDERGARTEN MATHEMATICS

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Apply and extend previous understandings of numbers to the system of rational numbers	Analyze proportional relationships and use them to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers	Add and subtract within 20	Use place value understanding and properties of operations to add and subtract	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio reasoning to solve problems	Use properties of operations to generate equivalent expressions	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Work with addition and subtraction equations	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Apply and extend previous understandings of arithmetic to algebraic expressions	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Define, evaluate, and compare functions
Work with numbers 11-19 to gain foundations for place value	Extend the counting sequence	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Graph points in the coordinate plane to solve real-world and mathematical problems*	Reason about and solve one-variable equations and inequalities	Use functions to model relationships between quantities	
	Understand place value		Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions		Represent and analyze quantitative relationships between dependent and independent variables		
	Use place value understanding and properties of operations to add and subtract		Geometric measurement: understand concepts of area and relate area to multiplication and to addition					
	Measure lengths indirectly and by iterating length units							

\* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.

\*\* Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.