

Kindergarten Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.K.3	Recognize, read, and write numbers from 0 - 10. [1.1] Identify ordinal positions first to third. [1.2] Match the number of objects in a set to the correct numeral 0 - 10. [1.3] Recognize relationships of more than, less than, and equal to. [1.4]
	1.K.4	Count to 20 by demonstrating one-to-one correspondence using objects. [1.6]
	1.K.5	Use concrete objects to model simple addition and subtraction. [1.7]
Patterns, Functions, and Algebra	2.K.1	Identify attributes used to sort objects. [2.1]
	2.K.3	Identify and create sets of objects with unequal amounts, describing them as greater than or less than. [2.4]
Measurement	3.K.1	Compare, order, and describe objects by size. [3.1]
	3.K.4	Identify and sort pennies, nickels and dimes. [3.2]
	3.K.6	Recite in order the days of the week. [3.4]
Spatial Relationships, Geometry, and Logic	4.K.1	Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation. [4.1]
	4.K.2	Demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place objects. [4.2]
	4.K.3	Identify two-dimensional figures (windows are shaped like rectangles) as they appear in the environment. [4.3]
	4.K.4	Identify three-dimensional figures in the environment [4.4]
Data Analysis	5.K.1	Collect, organize, and record data using objects and pictures. [5.1] Represent data in a variety of ways in response to questions posed by teachers. [5.2]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.