Maryland
STATE DEPARTMENT OF EDUCATION

DRAFT Kindergarten

Maryland College and Career Ready Standards for Mathematics

Standards Crosswalk Document

Mathematics Branch

May 2025

Number and Operation Sense (NOS)

Previously Counting and Cardinality (CC); Number and Operations in Base Ten (NBT); Operations and Algebraic Thinking

K.NOS.A KNOW NUMBER NAMES AND THE COUNT SEQUENCE.

PREVIOUSLY K.CC.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.NOS.A.1	Count to 100 by ones and by tens.	**K.CC.A.1**	Count to 100 by ones and by tens. Write numbers from 0 to 20.
K.NOS.A.2	Count forward from any given number within 100.	**K.CC.A.2**	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.NOS.A.3	Count backwards from any given number within 20.	**Not applicable**	Standard added to support students' numeracy development (number and operation sense).
K.NOS.A.4	Write numbers from 0 to 20.	**Not applicable**	Content separated from previous K.CC.A.1 as separate standard.
K.NOS.A.5	Represent a number of objects with a written numeral within 20 (with 0 representing a count of no objects).	**K.CC.A.3**	Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.NOS.B COUNT TO TELL THE NUMBER OF OBJECTS.

PREVIOUSLY K.CC.B

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.NOS.B.6	Use the relationship between numbers and quantities within 20 to count objects with one-to-one correspondence (arranged in a line, a rectangular array, a circle, or as many as 10 things in scatter configuration) and verbalize that the last number stated is the total when asked "how many?" (cardinality).	**K.CC.B.4**	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
K.NOS.B.7	When counting objects within 20, recognize that each successive number name refers to a quantity that is one larger.	**Not applicable**	Content separated from previous K.CCB.4 as separate standard.
K.NOS.B.8	Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns and familiar patterns within 6.	**Not applicable**	Standard added to support students' numeracy development (number and operation sense).

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
Not applicable	Content embedded in K.NOS.B.6.	**K.CC.B.5**	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.NOS.C DEVELOP FOUNDATIONS FOR PLACE VALUE.

PREVIOUSLY K.NBT.A WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE.; K.CC.C COMPARE QUANTITIES.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.NOS.C.9	Understand 10 as a group, collection, or bundle of ten ones. a. Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., 13 = 10 + 3). b. Describe a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones).	**K.NBT.A.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.
K.NOS.C.10	Compare two quantities within 20 using greater than, equal to, or less than, with objects, location on number paths, and written numerals.	**K.CC.C.6**	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 (Include groups with up to ten objects
Not applicable	Content embedded in K.NOS.C.10.	**K.CC.C.7**	Compare two numbers between 1 and 10 presented as written numerals.

K.NOS.D REPRESENT ADDITION AND SUBTRACTION.

PREVIOUSLY K.OA.A REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.NOS.D.11	Represent addition and subtraction situations (presented with numerals or mathematical symbols) within 10 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, using verbal explanations, and/or writing expressions and equations.	**K.OA.A.1**	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, expressions, or equations.
Not applicable	Moved to K.AT.A.1.	**K.OA.A.2**	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
K.NOS.D.12	Decompose numbers within 10 in more than one way, by using objects or drawings, and record each decomposition with a drawing or equation (e.g., 10 = 4 + 6 and 10 = 4+5 + 1).	**K.OA.A.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).

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
Not applicable	Content embedded in K.NOS.D.12.	**K.OA.A.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.
Not applicable	Content moved to Grade 1 (1.NOS.D.7).	**K.OA.A.5**	Fluently add and subtract within 5.

Algebraic Thinking (AT)

Previously Operations and Algebraic Thinking (OA)

KAT.A SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

PREVIOUSLY K.OA.A REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.AT.A.1	Solve addition (add to and putting together) and subtraction (taking from) problems in context within 10 and represent by using objects, drawings, and/or equations.	**K.OA.A.2**	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem

K.AT.B UNDERSTAND REPEATING PATTERNS.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.AT.B.2	Identify, extend, and create repeating patterns (AABAAB, ABCABC, or AABBCC) using concrete objects, drawings, sounds, or movements.	**Not applicable**	Standard added to support students' numeracy development (algebraic thinking).

Geometric Reasoning (GR)

Previously Measurement and Data (MD); Geometry (G)

K.GR.A DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.

PREVIOUSLY K.MD.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.GR.A.1	Describe measurable attributes of an object such as length, height, weight, and capacity using appropriate vocabulary (e.g. long, short, tall, heavy, light, wide, narrow).	**K.MD.A.1**	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.GR.A.2	Directly compare two objects with a measurable attribute in common, using words such as “greater/less,” “more/fewer,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.”	**K.MD.A.2**	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
K.GR.A.3	Order up to 3 objects by a measurable attribute (e.g. greatest to least in height).	**Not applicable**	Content moved from Grade 1.

K.GR.B WORK WITH TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES.

PREVIOUSLY K.G.A IDENTIFY AND DESCRIBE SHAPES.; K.G.B ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.GR.B.4	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.	**K.G.A.1**	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.GR.B.5	Identify and describe given shapes and shapes of objects in everyday situations including two-dimensional shapes (circle, triangle, rectangle, square, hexagon) and three-dimensional shapes (cone, cube, cylinder, and sphere) regardless of their orientations or overall size.	**K.G.A.2**	Correctly name shapes regardless of their orientations or overall size.
K.GR.B.6	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	**K.G.A.3**	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.GR.B.7	Analyze and 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, edges, and vertices/"corners") and other attributes (e.g., having sides of equal length).	**K.G.B.4**	Analyze and 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.GR.B.8	Draw two dimensional shapes and build or create models of three-dimensional shapes.	**K.G.B.5**	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.GR.B.9	Compose simple shapes to form larger shapes (e.g. join two triangles with full sides touching to compose a rectangle).	**K.G.B.6**	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Reasoning with Data and Statistics (DS)

Previously Measurement and Data (MD)

K.DS.A CLASSIFY OBJECTS INTO CATEGORIES TO REPRESENT DATA.

PREVIOUSLY K.MD.B CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
K.DS.A.1	Organize data by classifying objects into given categories and counting the number of objects in each category (Limit the total in any one category to maximum of 20).	**K.MD.B.3**	Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10).
K.DS.A.2	Analyze data sets by ordering the categories by count.	**Not applicable**	Content separated from previous K.MD.B.3 as separate standard.