Maryland
STATE DEPARTMENT OF EDUCATION

DRAFT Prekindergarten

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) and Operations and Algebraic Thinking (OA)

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

PREVIOUSLY PK.CC.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.NOS.A.1	Count to 20 by ones.	**PK.CC.A.1**	Verbally count to 10 by ones and then develop rote counting to 20 by ones.
PK.NOS.A.2	Count backward from 10 by ones.	**Not applicable**	Standard added to support students' numeracy development (number and operation sense).
PK.NOS.A.3	Identify which number comes just after or just before a given number in the counting sequence to 10.	**PK.CC.A.2**	Identify which number comes just after or just before a given number in the counting sequence to 10 with visual supports and manipulatives.
PK.NOS.A.4	Identify written numerals 0-10.	**PK.CC.A.3**	Identify written numerals 0-10.

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

PREVIOUSLY PK.CC.B

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.NOS.B.5	Understand the relationship between numbers and quantities to 10 by counting objects with one-to-one correspondence and verbalizing the last number stated is the total when asked "how many…?" (cardinality).	**PK.CC.B.4**	Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality. a. When counting objects (1-10), say the number names in standard order, pairing each object with one and only one number name. b. Recognize that the last number name said tells the number of objects counted. Recognize the count remains the same regardless of the order or arrangement of the objects. c. Begin to recognize that each successive number name refers to a quantity that is one larger. d. Recognize the number of objects in a set without counting (subitizing) using 1-5 objects. Use 1-3 objects of irregular or unfamiliar patterns and 4 or 5 objects with familiar patterns.
PK.NOS.B.6	When counting objects within 10, recognize that each successive number name refers to a quantity that is one larger.	**Not applicable**	Content separated from previous PK.CC.B.4 as separate standard.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.NOS.B.7	Represent a number to 10 by producing a set of objects with concrete materials, drawing pictures, and/or writing numerals. Correctly respond when asked "how many" after counting concrete objects.	**PK.CC.B.5**	Represent a number (0-5, then to 10) by producing sets of objects with concrete materials, pictures, and or numerals. Correctly respond when asked "how many" after counting concrete objects.
PK.NOS.B.8	Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns within 3 and familiar patterns within 5.	**Not applicable**	Standard added to support students' numeracy development (number and operation sense).

PK.NOS.C COMPARE QUANTITIES.

PREVIOUSLY PK.CC.C

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.NOS.C.9	Compare two groups of objects to 10. Identify whether the number of objects in one group is more than, equal to, or less than the number of objects in another group by using one-to-one correspondence, matching, and counting.	**PK.CC.C.6**	Compare groups of objects (up to 5 and then to 10.) 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 (includes groups with up to 5 objects).

PK.NOS.D UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.

PREVIOUSLY PK.OA.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.NOS.D.10	Represent addition and subtraction situations (presented verbally, without the use of numerals or mathematical symbols) within quantities of 5 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, and/or verbal explanations.	**PK.OA.A.1**	Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).
PK.NOS.D.11	Decompose numbers less than or equal to 5 in more than one way by using objects, fingers, drawings and/or verbal explanations.	**PK.OA.A.2**	Decompose a quantity (less than or equal to 5, then to 10) into pairs in more than one way, e.g.by using objects or drawings.
PK.NOS.D.12	Given a quantity within 5, identify the quantity that must be added to equal 5 using objects, fingers, drawings and/or verbal explanations.	**PK.OA.A.3**	For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5.

Algebraic Thinking (AT)

Previously Operations and Algebraic Thinking (OA)

PK.AT.A UNDERSTAND REPEATING PATTERNS.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.AT.A.1	Identify and extend a repeating pattern (ABAB, AABB, or ABCABC) using concrete objects, shapes, sounds, or movements.	**Not applicable**	Standard added to support students' numeracy development (algebraic thinking).

Geometric Reasoning (GR)

Measurement and Data (MD); Geometry (G)

PK.GR.A DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.

PREVIOUSLY PK.MD.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.GR.A.1	Describe a measurable attribute of an object, such as length, height, weight, and capacity using appropriate vocabulary (e.g. long, short, tall, heavy, light, wide, narrow).	**PK.MD.A.1**	Describe measurable attributes of objects, such as length or weight.
PK.GR.A.2	Directly compare two objects with a measurable attribute in common, using words such as “more/less,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.”	**PK.MD.A.2**	Directly compare two objects with a measurable attribute in common, using words such as “bigger/smaller,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.” Order up to 3 objects by a measurable attribute (e.g. biggest to smallest).

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

PREVIOUSLY PK.G.A IDENTIFY AND DESCRIBE TWO-DIMENSIONAL SHAPES (CIRCLES, TRIANGLES, RECTANGLES, INCLUDE A SQUARE WHICH IS A SPECIAL RECTANGLE); PK.G.B WORK WITH THREE-DIMENSIONAL SHAPES TO GAIN FOUNDATIONS FOR GEOMETRIC THINKING.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.GR.B.3	Sort two-dimensional shapes (circles, triangles, and rectangles-including a square which is a special rectangle) by like attributes and distinguish between examples and non-examples.	**PK.G.A.2**	Group the shapes by like attributes and distinguish between examples and nonexamples of various two-dimensional shapes.
PK.GR.B.4	Match and name two-dimensional shapes (circles, triangles, and rectangles- including a square which is a special rectangle) regardless of their orientations or overall size.	**PK.G.A.1**	Match like two-dimensional shapes and correctly name the shapes regardless of their orientations or overall size.
PK.GR.B.5	Match and sort three-dimensional shapes (cubes, spheres, and cylinders) by like attributes and distinguish between examples and non-examples.	**PK.G.B.3**	Match and sort three-dimensional shapes.
Not applicable	Content embedded in PK.GR.B.5.	**PK.G.B.4**	Use real world examples to describe three-dimensional objects using correct mathematical vocabulary (cube, sphere, and cylinder).
Not applicable	Standard removed as positional words are introduced in kindergarten. Content embedded K.GR.B.4.	**PK.G.B.5**	Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.

Reasoning with Data and Statistics (DS)

Measurement and Data (MD)

PK.DS.A SORT OBJECTS INTO CATEGORIES TO REPRESENT DATA.

PREVIOUSLY PK.MD.B SORT OBJECTS INTO CATEGORIES AND COMPARE QUANTITIES.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
PK.DS.A.1	Organize data sets by sorting objects into categories.	**PK.MD.A.3**	Sort objects into given categories and self-selected categories. Identify the attribute by which the objects were sorted. (Limit category counts to less than 5)
PK.DS.A.2	Analyze data sets by comparing the categories using words such as more than, less than, and equal to/same (Limit the total in any one category to maximum of 10).	**PK.MD.A.4**	Directly compare two objects with a measurable attribute in common, using words such as “bigger/smaller,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.” Order up to 3 objects by a measurable attribute (e.g. biggest to smallest).