



## Kindergarten Mathematics

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Number Sense		Domain: Number Sense	
Number	Text	Number	Text
<b>K.NS.1</b>	Count to at least 100 by ones and tens. Count by one from any given number. (E)	<b>K.NS.1</b>	Count to at least 100 by ones and tens and count on by one from any number.
<b>K.NS.2</b>	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E)	<b>K.NS.2</b>	Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).
<b>K.NS.3</b>	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E)	<b>K.NS.4</b>	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

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<b>K.NS.4</b>	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	<b>K.NS.6</b>	Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.
<b>K.NS.5</b>	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).	<b>K.NS.7</b>	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).
<b>K.NS.6</b>	Compare the values of two numbers from 1 to 20 presented as written numerals.	<b>K.NS.8</b>	Compare the values of two numbers from 1 to 20 presented as written numerals.
<b>K.NS.7</b>	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	<b>K.NS.11</b>	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
		<b>K.NS.3</b>	Find the number that is one more than or one less than any whole number up to 20.
		<b>K.NS.5</b>	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.
		<b>K.NS.9</b>	Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
		<b>K.NS.10</b>	Separate sets of 10 or fewer objects into equal groups.

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Computation and Algebraic Thinking		Domain: Computation and Algebraic Thinking	
Number	Text	Number	Text
<b>K.CA.1</b>	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	<b>K.CA.2</b>	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
<b>K.CA.2</b>	Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	<b>K.CA.3</b>	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). [In kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
<b>K.CA.3</b>	Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)	<b>K.CA.4</b>	Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.
<b>K.CA.4</b>	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	<b>K.CA.5</b>	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
		<b>K.CA.1</b>	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Geometry		Domain: Geometry	
Number	Text	Number	Text
<b>K.G.1</b>	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).	<b>K.G.2</b>	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).
		<b>K.G.1</b>	Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.
		<b>K.G.3</b>	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.
		<b>K.G.4</b>	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Measurement		Domain: Measurement	
Number	Text	Number	Text
<b>K.M.1</b>	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify	<b>K.M.1</b>	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize

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	which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)		which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
<b>K.M.2</b>	Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.	<b>K.M.2</b>	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Data Analysis</b>		<b>Domain: Data Analysis</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>K.DA.1</b>	With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E)	<b>K.DA.1</b>	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.