

Kindergarten Math Crosswalk

Benchmark Code	Benchmark	Associated GLE	Associated GLE that is more broad than benchmark (applicable to other benchmarks at other grade levels)	Associated GLE, previously from a earlier grade	Associated GLE, previously from a later grade	GLE's from this grade level that are no longer included in benchmarks
Big Idea 1: MA.K.A.1						
Represent, Compare, and order whole numbers, and join and separate sets.						
MA.K.A.1.1	Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives	K.MA.A.1.1.2.1 uses numbers and pictures to describe how many objects are in a set (to 10 or more).	K.MA.A.1.1.1.3 counts orally to 100 or more.			
		K.MA.A.1.1.1.2 reads and writes numerals to 10 or more.				
		K.MA.A.1.1.1.1 counts up to 10 or more objects using verbal names and one-to-one correspondence.				
		K.MA.A.1.1.3.1 uses sets of concrete materials to represent quantities, to 10 or more, given in verbal or written form.				
		K.MA.A.2.1.1.2 uses concrete materials, pictures, and numerals to show the concept of numbers to 10 or more.				
MA.K.A.1.2	Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.	K.MA.A.1.1.2.3 compares two or more sets (up to 10 objects in each set) and identifies which set is equal to, more than, or less than the other.	K.MA.D.2.1.2.1 uses informal methods, such as pictures, concrete materials, and role playing, to solve real world problems.		1.MA.A.1.1.1.3 uses ordinal numbers 1st - 10th or higher.	
		K.MA.A.2.1.1.3 counts backward from ten to one.	1.MA.A.1.1.2.2 compares two or more sets (up to 100 objects in each set) and identifies which set is equal to, more than, or less than the other.			
		K.MA.A.2.1.2.1 groups objects in sets of 2 or more.	K.MA.A.3.1.2.2 knows strategies for solving number problems.			
		K.MA.A.2.1.2.2 knows the relationships between larger numbers and smaller numbers.				
		K.MA.A.4.1.1.2 estimates and verifies by counting sets that have more, fewer, or the same number of objects (for example, using a reference set of objects, comparing cards with different numbers of dots, estimating whether sets are more or less than a given number such as five).				
	K.MA.D.2.1.2.2 uses one-to-one matching to determine if two groups are equal.					
MA.K.A.1.3	Solve word problems involving simple joining and separating situations.		K.MA.A.3.1.2.1 creates and acts out number stories using objects.			
		K.MA.A.3.1.1.1 demonstrates and describes the effect of putting together and taking apart sets of objects (for example, 3 cubes and 4 cubes is 7 cubes).				

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Big Idea 2: MA.K.G.2						
Describe shapes and space.						
MA.K.G.2.1	Describe, sort, and re-sort objects using a variety of attributes such as shape, size, and position.	K.MA.D.1.1.1.2 sorts and classifies objects by color, shape, size, or kind.			1.MA.D.1.1.1.1 identifies, describes, and compares patterns using a wide variety of materials and attributes (for example, size, shape, color).	
		K.MA.D.1.1.1.3 identifies objects that do not belong to a particular group (for example, blue lid in set of red lids).				
MA.K.G.2.2	Identify, name, describe, and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.	K.MA.C.1.1.1.1 knows two-dimensional shapes (for example, circles, squares, rectangles, triangles), describing similarities and differences.				
MA.K.G.2.3	Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes, and cylinders.	K.MA.C.1.1.1.2 sorts three-dimensional objects by varied attributes (for example, identifying which can roll, stack, or slide).				
		K.MA.C.1.1.1.3 sorts three-dimensional objects according to geometric shapes (for example, cubes, spheres, cylinders, cones).				
		K.MA.C.3.1.1.1 recognizes, compares, and sorts real-world objects or models of solids.				
MA.K.G.2.4	Interpret the physical world with geometric shapes and describe it with corresponding vocabulary.				2.MA.C.1.1.1.4 knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.	
					1.MA.C.3.1.1.1 compares and sorts two-dimensional and three-dimensional real-life objects.	
					1.MA.C.3.1.1.2 knows geometric shapes in real-life situations.	
MA.K.G.2.5	Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.	K.MA.C.2.1.1.4 knows spatial relationships (for example, in or out; above or below; over or under; top, bottom, or middle).			1.MA.C.2.1.1.4 follows directions to move or place an object and describes the relationship of objects using positional language (for example, over, to the left of).	K.MA.C.2.1.1.5 identifies left and right hand.
		K.MA.C.2.1.2.1 follows directions to move or place an object in relation to another (for example, next to, to the right of).				

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Big Idea 3: MA.K.G.3						
Order objects by measurable attributes.						
MA.K.G.3.1	Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.	K.MA.B.2.1.1.3 compares and orders classroom objects by their weights, determining which objects weigh more, less, or about the same.	K.MA.B.1.1.1.1 knows how to communicate measurement concepts.			
		K.MA.B.2.1.1.2 uses indirect comparisons to compare lengths of objects that cannot be physically compared (side-by-side) (for example, compares height of counters in classroom and cafeteria by using string or in reference to child's own body).				K.MA.B.1.1.1.5 describes concepts of temperature (for example, hot or cold).
		K.MA.B.1.1.1.6 compares and demonstrates the concept of capacity (for example, full or empty).				
		K.MA.B.1.1.1.3 weighs objects to explore concepts of heavier and lighter.				
		K.MA.B.2.1.1.1 uses direct (side-by-side) comparisons to sort and order objects by their lengths.				
Supporting Idea: MA.K.A.4						
Algebra (Supporting Idea)						
MA.K.A.4.1	Identify and duplicate simple number and non-numeric repeating and growing patterns.	K.MA.D.1.1.1.1 identifies simple patterns of sounds, physical movements, and concrete objects.	K.MA.D.1.1.2.1 predicts and extends existing patterns using concrete materials.			
			K.MA.D.1.1.2.2 uses concrete objects to create a pattern.			
			K.MA.D.1.1.2.3 transfers patterns from one medium to another (for example, actions, sounds, or concrete objects).			
Supporting Idea: MA.K.G.5						
Geometry and Measurement (Supporting Idea)						
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.	K.MA.B.1.1.1.4 describes concepts of time (for example, before or after, day or night).				
		K.MA.B.3.1.1.2 estimates and measures the time of day as day or night; morning, afternoon, or evening; and yesterday, today, or tomorrow.				
		K.MA.B.3.1.1.3 knows which of two daily activities takes more or less time.				
		K.MA.4.1.2.1.2 knows ways to measure time, including calendar, days, weeks, months, and days of week.				