

Kindergarten



COMMON CORE STATE STANDARDS FOR MATHEMATICS Correlations

Standards for Mathematical Practices		Teacher Edition and Student Edition Pages
CC.K–12.MP.1	Make sense of problems and persevere in solving them.	In most Teacher Edition lessons. Some examples are: 245A, 473A In most Student Edition lessons. Some examples are: 48, 68, 124, 160, 188, 228, 232, 244, 252, 480, 484
CC.K–12.MP.2	Reason abstractly and quantitatively.	In most Teacher Edition lessons. Some examples are: 205A, 251, 513A In most Student Edition lessons. Some examples are: 176, 180, 192, 200, 240, 248, 496, 508, 516
CC.K–12.MP.3	Construct viable arguments and critique the reasoning of others.	In most Teacher Edition lessons. Some examples are: 41A, 403, 439, 511 In most Student Edition lessons. Some examples are: 16, 24, 32, 360, 368, 420, 428, 440, 444
CC.K–12.MP.4	Model with mathematics.	In most Teacher Edition lessons. Some examples are: 179, 273A, 335 In most Student Edition lessons. Some examples are: 47, 73, 150, 322, 474, 508
CC.K–12.MP.5	Use appropriate tools strategically.	In most Teacher Edition lessons. Some examples are: 39, 105A, 325A In most Student Edition lessons. Some examples are: 48, 96, 112, 120, 124, 312, 316, 320, 328, 332, 336, 340
CC.K–12.MP.6	Attend to precision.	In most Teacher Edition lessons. Some examples are: 63, 153A, 483 In most Student Edition lessons. Some examples are: 68, 144, 180, 188, 192, 196, 204, 236, 244, 248
CC.K–12.MP.7	Look for and make use of structure.	In most Teacher Edition lessons. Some examples are: 77A, 143, 397A, 433A In most Student Edition lessons. Some examples are: 252, 364, 372, 388, 396, 400, 416, 420, 424, 428, 436
CC.K–12.MP.8	Look for and express regularity in repeated reasoning.	In most Teacher Edition lessons. Some examples are: 111, 157, 299, 321 In most Student Edition lessons. Some examples are: 92, 96, 100, 108, 112, 116, 120, 124, 264, 268

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Correlations

Domain: Counting and Cardinality

Teacher Edition and Student Edition Pages

Know number names and the count sequence.

CC.K.CC.1	Count to 100 by ones and by tens.	<i>325A–325B, 325–328, 329A–329B, 329–332, 333A–333B, 333–336, 337A–337B, 337–340</i>
CC.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<i>145A–145B, 145–147, 317A–317B, 317–320</i> See Also: <i>325A–325B, 325–328, 329A–329B, 329–332</i>
CC.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	<i>17A–17B, 17–20, 25A–25B, 25–27, 45A–45B, 45–48, 49A–49B, 49–52, 93A–93B, 101A–101B, 101–103, 109A–109B, 109–112, 117A–117B, 117–120, 137A–137B, 137–140, 265A–265B, 265–268, 273A–273B, 273–276, 281A–281B, 281–283, 289A–289B, 289–292, 297A–297B, 297–300, 313A–313B, 313–316</i> See Also: <i>13A–13B, 13–16, 21A–21B, 21–24, 29A–29B, 29–32, 33A–33B, 33–36, 41A–41B, 41–44, 61A–61B, 61–64, 65A–65B, 65–68, 69A–69B, 69–71, 73A–73B, 73–76, 77A–77B, 77–80, 89A–89B, 89–92, 93–96, 97A–97B, 97–100, 105A–105B, 105–108, 113A–113B, 113–116, 121A–121B, 121–124, 133A–133B, 133–136, 149A–149B, 149–152, 153A–153B, 153–156, 261A–261B, 261–264, 269A–269B, 269–272, 277A–277B, 277–280, 285A–285B, 285–288, 293A–293B, 293–296, 309A–309B, 309–312, 321A–321B, 321–323</i>

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Domain: Counting and Cardinality *(continued)*

Teacher Edition and Student Edition Pages

Count to tell the number of objects.

CC.K.CC.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.

13A–13B, 13–16, 21A–21B, 21–24, 29A–29B, 29–32

See Also: 17A–17B, 17–20, 25A–25B, 25–27, 33A–33B, 33–36, 45A–45B, 45–48, 49A–49B, 49–52, 89A–89B, 89–92, 93A–93B, 93–96, 97A–97B, 97–100, 101A–101B, 101–103, 105A–105B, 105–108, 109A–109B, 109–112, 113A–113B, 113–116, 117A–117B, 117–120, 133A–133B, 133–136, 137A–137B, 137–140, 261A–261B, 261–264, 265A–265B, 265–268, 269A–269B, 269–272, 273A–273B, 273–276, 277A–277B, 277–280, 281A–281B, 281–283, 285A–285B, 285–288, 289A–289B, 289–292, 293A–293B, 293–296, 297A–297B, 297–300, 309A–309B, 309–312, 313A–313B, 313–316

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.

33A–33B, 33–36

See Also: 13A–13B, 13–16, 17A–17B, 17–20, 21A–21B, 21–24, 25A–25B, 25–27, 29A–29B, 29–32, 45A–45B, 45–48, 49A–49B, 49–52, 89A–89B, 89–92, 93A–93B, 93–96, 97A–97B, 97–100, 101A–101B, 101–103, 105A–105B, 105–108, 109A–109B, 109–112, 113A–113B, 113–116, 117A–117B, 117–120, 133A–133B, 133–136, 137A–137B, 137–140, 261A–261B, 261–264, 265A–265B, 265–268, 269A–269B, 269–272, 273A–273B, 273–276, 277A–277B, 277–280, 281A–281B, 281–283, 285A–285B, 285–288, 289A–289B, 289–292, 293A–293B, 293–296, 297A–297B, 297–300, 309A–309B, 309–312, 313A–313B, 313–316

c. Understand that each successive number name refers to a quantity that is one larger.

41A–41B, 41–44

See Also: 17A–17B, 17–20, 25A–25B, 25–27, 89A–89B, 89–92, 97A–97B, 97–100, 105A–105B, 105–108, 113A–113B, 113–116, 137A–137B, 137–140, 145A–145B, 145–147, 265A–265B, 265–268, 273A–273B, 273–276, 281A–281B, 281–283, 289A–289B, 289–292, 297A–297B, 297–300, 317A–317B, 317–320

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Correlations

Domain: Counting and Cardinality *(continued)*

Teacher Edition and Student Edition Pages

CC.K.CC.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.	89A–89B, 89–92, 97A–97B, 97–100, 105A–105B, 105–108, 113A–113B, 113–116, 133A–133B, 133–136, 309A–309B, 309–312 See Also: 13A–13B, 13–16, 17A–17B, 17–20, 21A–21B, 21–24, 25A–25B, 25–27, 29A–29B, 29–32, 33A–33B, 33–36, 37A–37B, 37–40, 41A–41B, 41–44, 77A–77B, 77–80, 93A–93B, 93–96, 101A–101B, 101–103, 109A–109B, 109–112, 117A–117B, 117–120, 121A–121B, 121–124, 137A–137B, 137–140, 141A–141B, 141–144, 153A–153B, 153–156, 261A–261B, 261–264, 265A–265B, 265–268, 269A–269B, 269–272, 273A–273B, 273–276, 277A–277B, 277–280, 281A–281B, 281–283, 285A–285B, 285–288, 289A–289B, 289–292, 293A–293B, 293–296, 297A–297B, 297–300, 313A–313B, 313–316
Compare numbers.		
CC.K.CC.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.	61A–61B, 61–64, 65A–65B, 65–68, 69A–69B, 69–71, 73A–73B, 73–76, 77A–77B, 77–80, 121A–121B, 121–124, 149A–149B, 149–152, 153A–153B, 153–156, 321A–321B, 321–323
CC.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	157A–157B, 157–160 See Also: 61A–61B, 61–64, 65A–65B, 65–68, 69A–69B, 69–71, 73A–73B, 73–76, 77A–77B, 77–80, 121A–121B, 121–124, 149A–149B, 149–152, 153A–153B, 153–156

Domain: Operations and Algebraic Thinking

Teacher Edition and Student Edition Pages

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

CC.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	169A–169B, 169–172, 173A–173B, 173–176, 177A–177B, 177–180, 225A–225B, 225–228, 229A–229B, 229–232, 233A–233B, 233–236 See Also: 181A–181B, 181–183, 185A–185B, 185–188, 189A–189B, 189–192, 193A–193B, 193–196, 197A–197B, 197–200, 201A–201B, 201–204, 205A–205B, 205–208, 209A–209B, 209–212, 213A–213B, 213–216, 237A–237B, 237–239, 241A–241B, 241–244, 245A–245B, 245–248, 249A–249B, 249–252
CC.K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	193A–193B, 193–196, 245A–245B, 245–248, 249A–249B, 249–252 See Also: 177A–177B, 177–180, 181A–181B, 181–183, 185A–185B, 185–188, 189A–189B, 189–192, 197A–197B, 197–200, 201A–201B, 201–204, 205A–205B, 205–208, 209A–209B, 209–212, 213A–213B, 213–216, 233A–233B, 233–236, 237A–237B, 237–239, 241A–241B, 241–244

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Domain: Operations and Algebraic Thinking *(continued)*

Teacher Edition and Student Edition Pages

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

CC.K.OA.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 $5 = 4 + 1$).	37A–37B, 37–40, 197A–197B, 197–200, 201A–201B, 201–204, 205A–205B, 205–208, 209A–209B, 209–212, 213A–213B, 213–216
CC.K.OA.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.	141A–141B, 141–144, 185A–185B, 185–188
CC.K.OA.5	Fluently add and subtract within 5.	181A–181B, 181–183, 189A–189B, 189–192, 237A–237B, 237–239, 241A–241B, 241–244 See Also: 177A–177B, 177–180, 233A–233B, 233–236

Domain: Number and Operations in Base Ten

Teacher Edition and Student Edition Pages

Work with numbers 11–19 to gain foundations for place value.

CC.K.NBT.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	261A–261B, 261–264, 269A–269B, 269–272, 277A–277B, 277–280, 285A–285B, 285–288, 293A–293B, 293–296 See Also: 265A–265B, 265–268, 273A–273B, 273–276, 281A–281B, 281–283, 289A–289B, 289–292, 297A–297B, 297–300
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Domain: Measurement and Data

Teacher Edition and Student Edition Pages

Describe and compare measurable attributes.

CC.K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	481A–481B, 481–484 See Also: 465A–465B, 465–468, 469A–469B, 469–472, 473A–473B, 473–475, 477A–477B, 477–480
CC.K.MD.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.	465A–465B, 465–468, 469A–469B, 469–472, 473A–473B, 473–475, 477A–477B, 477–480

Classify objects and count the number of objects in each category.

CC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	493A–493B, 493–496, 497A–497B, 497–500, 501A–501B, 501–503, 505A–505B, 505–508, 509A–509B, 509–512, 513A–513B, 513–516
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Correlations

Domain: Geometry

Teacher Edition and Student Edition Pages

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

CC.K.G.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.	<i>437A–437B, 437–440, 441A–441B, 441–444, 445A–445B, 445–448</i>
CC.K.G.2	Correctly name shapes regardless of their orientations or overall size.	<i>357A–357B, 357–360, 365A–365B, 365–368, 373A–373B, 373–376, 381A–381B, 381–384, 389A–389B, 389–392, 417A–417B, 417–420, 421A–421B, 421–424, 425A–425B, 425–428, 429A–429B, 429–431</i> See Also: <i>361A–361B, 361–364, 369A–369B, 369–372, 377A–377B, 377–379, 385A–385B, 385–388, 393A–393B, 393–396, 397A–397B, 397–400</i>
CC.K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<i>433A–433B, 433–436</i> See Also: <i>357A–357B, 357–360, 365A–365B, 365–368, 373A–373B, 373–376, 381A–381B, 381–384, 389A–389B, 389–392, 417A–417B, 417–420, 421A–421B, 421–424, 425A–425B, 425–428, 429A–429B, 429–431</i>

Analyze, compare, create, and compose shapes.

CC.K.G.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).	<i>361A–361B, 361–364, 369A–369B, 369–372, 377A–377B, 377–380, 385A–385B, 385–388, 393A–393B, 393–396, 397A–397B, 397–400, 413A–413B, 413–416</i> See Also: <i>417A–417B, 417–420, 421A–421B, 421–424, 425A–425B, 425–428, 429A–429B, 429–431</i>
CC.K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	See Also: <i>421A–421B, 421–424</i>
CC.K.G.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	<i>401A–401B, 401–404</i>

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