

A Correlation of

# Investigations in Number, Data, and Space for the Common Core

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to the

## Common Core State Standards with California Additions Standards Map Kindergarten – Mathematics

Publisher: Pearson

Program Title: Investigations in Number, Data, and Space for the Common Core

Components: **Kindergarten Investigations Curriculum Units**

**U1** Who Is in School Today?

**U5** Make a Shape, Build a Block

**U2** Counting and Comparing

**U6** How Many Do You Have?

**U3** What Comes Next?

**U7** Sorting and Surveys

**U4** Measuring and Counting

**Common Core State Standards with California Additions<sup>1</sup>  
Standards Map for a Basic Grade-Level Program  
Kindergarten – Mathematics**

Standard No.	Standard Language	Publisher Citations		For Reviewer Use Only		
		Primary Citations	Supporting Citations	Meets Standard	Reviewer Notes	
				Y	N	
	<b>COUNTING AND CARDINALITY</b>					
	<b>Know number names and the count sequence.</b>					
K.CC 1.	Count to 100 by ones and by tens.	U6 Sessions 1.3A, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 5A.2, 5A.4, 5A.5; Teacher Note (page 165) U7 Session 1.7A	U4 Sessions 2.2, 2.3, 2.5  See Common Core Adaptations for U7 Sessions 2.1, 2.3, 2.5, 3.1, 3.3, 3.5			

<sup>1</sup> These standards were originally produced by the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. California additions were made by the State Board of Education when it adopted the Common Core on August 2, 2010 and modified pursuant to Senate Bill 1200 located at <http://tinyurl.com/CASB1200> on January 16, 2013. Additions are marked in bold and underlined.

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K.CC 2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	U4 Sessions 2.2, 2.3, 3.3, 3.6, 3.7 U6 Sessions 1.3A, 4.1, 4.5, 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U7 Session 1.7A	U4 Sessions 2.4, 3.2, 3.4, 3.5 U6 Sessions 1.4, 2.2, 2.6 U7 Session 1.3  See Common Core Adaptations for U6 Sessions 1.4, 2.2, 2.6, 3.4, 4.1, 4.5				
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).	U1 Sessions 1.3, 1.4, 2.5, 3.2 U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9 U4 Session 4.4 U6 Sessions 4.2, 5A.3, 5A.5	U1 Sessions 1.1, 1.2, 2.1, 2.5, 3.2, 3.6 U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 2.5 (p. 102)				

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	<b>Count to tell the number of objects.</b>					
K.CC 4a.	Understand the relationship between numbers and quantities; connect counting to cardinality. 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.	U1 Sessions 1.1, 1.2, 1.6, 2.1, 2.5 U2 Sessions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 U4 Session 2.1	U1 Sessions 1.3, 1.4 U2 Sessions 1.4, 2.1, 2.3, 2.4, 2.7, 2.8, 2.10 U4 Sessions 2.2, 2.3, 2.4 U6 Sessions 1.3, 1.6, 1.7			
K.CC 4b.	Understand the relationship between numbers and quantities; connect counting to cardinality. 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.	U1 Sessions 1.1, 1.2, 1.6 U2 Sessions 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 U4 Sessions 4.3, 4.7 U6 Sessions 1.3, 1.6, 1.7	U1 Sessions 1.3, 1.4, 2.1, 2.5 U2 Sessions 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.8, 2.10 U4 Sessions 2.2, 2.3, 2.5			

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K.CC 4c.	Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.	U1 Sessions 1.6, 2.1, 2.5 U2 Sessions 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 U4 Sessions 2.1, 3.3, 3.4, 3.5, 3.6, 3.7	U1 Sessions 1.1, 1.2 U2 Sessions 1.1, 1.2, 1.3, 2.4, 2.7, 2.8, 2.10 U4 Sessions 2.2, 2.3, 2.4 U6 Sessions 1.3, 1.6, 1.7				
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.	U1 Sessions 1.1, 1.2, 1.6 U2 Sessions 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 U4 Sessions 4.3, 4.7 U6 Sessions 1.3, 1.6, 1.7	U1 Sessions 1.3, 1.4, 2.1, 2.5 U2 Sessions 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.8, 2.10 U4 Sessions 2.2, 2.3, 2.5				

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	<b>Compare numbers.</b>					
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. <sup>2</sup>	U2 Sessions 1.7, 2.4, 2.5, 2.6, 2.8, 2.9 U4 Sessions 3.3, 3.4, 3.5, 3.6, 3.7	U2 Sessions 2.10, 2.11, 2.12, 2.13, 2.14 U6 Session 1.3A			
K.CC 7.	Compare two numbers between 1 and 10 presented as written numerals.	U2 Sessions 1.7, 2.4, 2.5, 2.6, 2.8, 2.9 U4 Sessions 3.4, 3.5, 3.7	U2 Sessions 2.10, 2.11, 2.12, 2.13, 2.14 U4 Sessions 3.3, 3.6 U6 Session 1.3A			

<sup>2</sup> Include groups with up to ten objects.

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	<b>OPERATIONS AND ALGEBRAIC THINKING</b>					
	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>					
K.OA 1.	Represent addition and subtraction with objects, fingers, mental images, drawings <sup>3</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	U4 Sessions 4.1, 4.2, 4.3, 4.4 U6 Sessions 1.1, 1.2, 2.1, 3.1, 3.3, 3.4, 3.5, 3.7, 4.2, 4.3, 4.4	U4 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.6, 3.7			
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.	U4 Sessions 3.2, 3.5 U6 Sessions 3.1 (Activity 3), 3.3, 3.4, 3.5, 3.6, 3.7	U4 Sessions 4.1, 4.2, 4.3, 4.4 U6 Sessions 1.1, 1.2, 2.1, 4.2, 4.3, 4.4			

<sup>3</sup> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards).

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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 $5 = 4 + 1$ ).	U6 Sessions 1.1, 1.3, 1.6, 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 5A.2, 5A.4, 5A.5	U4 Sessions 2.2, 2.3, 2.5			
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.	U6 Sessions 5A.2, 5A.4, 5A.5	U4 Sessions 2.2, 2.3, 2.5			
K.OA 5.	Fluently add and subtract within 5.	U4 Sessions 2.2, 2.3, 2.4, 2.5, 3.2, 3.3 U6 Sessions 1.3, 1.6, 3.1, 3.3, 3.4, 3.5, 3.7, 4.1	U4 Session 4.6 U6 Sessions 1.1, 1.2, 2.1, 4.2, 4.3, 4.4			



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	<b>NUMBER AND OPERATIONS IN BASE TEN</b>					
	<b>Work with numbers 11–19 to gain foundations for place value.</b>					
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.	U6 Sessions 2.1, 5A.3, 5A.4, 5A.5	U4 Sessions 2.2, 2.5 U6 Sessions 1.1, 1.2, 2.1, 3.1, 3.3, 3.4, 3.5, 3.7, 4.2, 4.3, 4.4, 5A.1, 5A.2			
	<b>MEASUREMENT AND DATA</b>					
	<b>Describe and compare measurable attributes.</b>					
K.MD 1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	U2 Sessions 2.1, 2.2, 2.9 U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 1.6B, 1.6C U6 Session 2.3	U1 Sessions 2.2, 2.3, 2.4, 3.3, 3.4 U7 Sessions 2.1, 2.2, 2.3, 2.4, 2.5			

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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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	U2 Sessions 2.1, 2.2, 2.9 U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 1.6B, 1.6C U6 Session 2.3	U1 Sessions 2.2, 2.3, 2.4, 3.3, 3.4 U7 Sessions 2.1, 2.2, 2.3, 2.4, 2.5			
	<b>Classify objects and count the number of objects in each category.</b>					
K.MD 3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <sup>4</sup>	U1 Sessions 3.3, 3.4 U7 Sessions 2.1, 2.2, 2.3, 2.4, 2.5	U1 Sessions 2.2, 2.3, 2.4, 3.1 U7 Sessions 2.6, 3.1			

<sup>4</sup> Limit category counts to be less than or equal to 10.

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	<b>GEOMETRY</b>					
	<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>					
K.G 1.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	U5 Sessions 1.1, 3.1	U1 Sessions 1.1, 1.6 U2 Session 1.2 U3 Session 1.2 U4 Session 4.1 U5 Session 1.5			
K.G 2.	Correctly name shapes regardless of their orientations or overall size.	U5 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5	U5 Sessions 1.1, 2.1, 3.6			
K.G 3.	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	U5 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	U5 Sessions 1.1, 2.1, 2.5			

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	<b>Analyze, compare, create, and compose shapes.</b>					
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).	U5 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	U5 Sessions 1.1, 2.1, 2.5			
K.G 5.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, , 3.3, 3.4, 3.6	U5 Sessions 3.1, 3.2, 3.5			
K.G 6.	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	U5 Sessions 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6	U5 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 3.1			

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	<b>MATHEMATICAL PRACTICES</b>					
MP 1.	Make sense of problems and persevere in solving them.	U2 Sessions 1.9, 1.10 U4 Sessions 3.2, 3.3 U5 Sessions 1.1, 1.2 U6 Session 2.3 U7 Sessions 3.1, 3.2, 3.3	U1 Sessions 1.1, 1.2, 2.1, 3.2, 3.3 U2 Sessions 1.5, 2.10, 2.11, 2.12, 2.14 U3 Sessions 1.2, 1.5, 2.8, 2.9, 3.2			
MP 2.	Reason abstractly and quantitatively.	U2 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 U3 Sessions 3.3, 3.4 U4 Sessions 3.1, 4.4 U5 Sessions 3.5, 3.6	U4 Sessions 1.1, 1.4, 1.5, 1.6C, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6, 3.7, 4.9 U5 Sessions 1.1, 1.5, 2.3			

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MP 3.	Construct viable arguments and critique the reasoning of others.	U1 Sessions 2.5, 3.1, 3.5 U2 Sessions 1.6, 2.1, 2.12 U4 Sessions 1.5, 2.2, 3.4, 3.7, 4.5 U6 Sessions 4.2, 4.3, 4.4, 4.5	U6 Sessions 2.1, 2.4, 2.5, 2.6, 3.2, 3.6, 4.1, 4.6 U7 Sessions 1.1, 1.6, 2.4, 2.6, 3.1, 3.2, 3.3			
MP 4.	Model with mathematics.	U1 Session 2.5 U2 Sessions 1.1, 1.2, 2.7, 2.8, 2.9 U4 Session 4.7 U6 Sessions 1.1, 1.2, 1.3, 1.4, 3.3	U1 Sessions 1.5, 1.6, 2.1, 2.2, 3.2, 3.4, 3.6 U2 Sessions 1.4, 1.7, 1.10, 2.3, 2.6, 2.12 U3 Sessions 1.2, 1.3			

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MP 5.	Use appropriate tools strategically.	U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 U2 Session 1.7 U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5 U5 Sessions 1.2, 1.3, 1.5, 3.1	U4 Sessions 1.6A, 1.6B, 1.6C, 2.1, 2.5, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.6 U5 Sessions 2.1, 2.2, 2.3			
MP 6.	Attend to precision.	U2 Sessions 1.1, 1.2, 1.3 U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 U6 Sessions 2.6, 3.3	U2 Sessions 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.11 U3 Sessions 1.2, 1.5 U4 Session 1.6A U6 Sessions 2.3, 2.6, 3.1			

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MP 7.	Look for and make use of structure.	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 1.3, 1.4, 1.5 U4 Sessions 2.2, 2.3, 4.2, 4.5 U5 Sessions 1.1, 2.2, 3.2 U7 Sessions 1.3, 1.4, 1.5, 1.6	U5 Sessions 1.2, 1.4, 1.6, 2.1, 2.4, 2.6, 3.4, 3.6 U6 Sessions 1.1, 1.2, 1.3A, 1.4, 1.5, 1.6, 2.1				
MP 8.	Look for and express regularity in repeated reasoning.	U2 Session 1.1 U4 Sessions 3.5, 3.7 U6 Sessions 2.4, 2.5, 3.5, 3.6, 3.7 U7 Sessions 1.2, 1.3, 1.4, 1.5, 1.6	U2 Session 1.4 U4 Sessions 4.1, 4.2, 4.3, 4.6, 4.7 U7 Session 1.7A				
<b>Appendix</b>							

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