

CALIFORNIA Correlations



California Common Core State Standards: Mathematics (CA CCSSM) Correlation

Classroom Mathematics California lessons are aligned to the California Common Core State Standards: Mathematics (CA CCSSM). The standards for each lesson are further classified as *Focus*, *Developing*, or *Applied*.

FOCUS STANDARDS indicate the instructional goal of the lesson and the content assessed on the Lesson Quiz or Comprehension Check.

DEVELOPING STANDARDS indicate concepts and skills that are being introduced and developed but will be the focus of a future lesson. These standards will be assessed in a future Lesson Quiz or Comprehension Check.

APPLIED STANDARDS indicate skills and concepts that were the focus of a previous lesson that have already been assessed. These standards are now considered part of a student's toolkit and will be applied in this lesson.

Correlation by CA CCSSM

Standard	Lessons
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Focus: 2, 5, 9, 11, 12 Developing: 1, 3, 4, 8, 10 Applied: 13, 14
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Focus: 7 Applied: 13
Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	Focus: 1, 7 Developing: 10 Applied: 8, 9, 14, 20, 21
1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	Focus: 4, 5, 11 Applied: 12

Correlation by CA CCSSM *continued*

Standard		Lessons
Add and subtract within 20.		
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Focus: 3, 4 Applied: 5, 11
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Focus: 1, 3, 4, 5, 8, 9, 10, 11 Developing: 2, 7 Applied: 12, 14
Work with addition and subtraction equations.		
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	Focus: 14 Developing: 8 Applied: 17
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>	Focus: 14 Developing: 1, 4, 11, 12

Number and Operations in Base Ten

Extend the counting sequence.		
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Focus: 16 Developing: 6, 13 Applied: 27
Understand place value.		
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
	a. 10 can be thought of as a bundle of ten ones — called a “ten.”	Focus: 6, 15 Developing: 9 Applied: 16, 17, 20, 21
	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Focus: 6 Developing: 9 Applied: 15, 16, 17, 20, 21
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Focus: 6, 15 Applied: 16, 17, 18, 19, 20, 21
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Focus: 17

Standard		Lessons
Use place value understanding and properties of operations to add and subtract.		
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Focus: 18, 19, 20, 21
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Focus: 16 Applied: 18, 19, 27
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Focus: 18

Measurement and Data

Measure lengths indirectly and by iterating length units.		
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Focus: 25 Applied: 26
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	Focus: 26
Tell and write time.		
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	Focus: 24
Represent and interpret data.		
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Focus: 13

Correlation by CA CCSSM *continued*

Standard		Lessons
Geometry		
Reason with shapes and their attributes.		
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Focus: 22
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Focus: 22
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Focus: 23 Applied: 24



Standards for Mathematical Practice (SMP) Correlation

Classroom Mathematics California lessons embed the **Standards for Mathematical Practice (SMP)** to support students in becoming powerful users of mathematics to make sense of their world. The following table shows which SMP are embedded in the lesson structure and which are targeted by the Deepen Understand feature. Further description of how the SMP are integrated into the lessons and built into the framework can be found before the first unit of each volume.

Correlation by SMP

SMP	Lessons
1 Make sense of problems and persevere in solving them.	Embedded in all lessons. Targeted in Lesson 5.
2 Reason abstractly and quantitatively.	Embedded in all lessons. Targeted in Lessons 1, 2, 12, 13.
3 Construct viable arguments and critique the reasoning of others.	Embedded in all lessons. Targeted in Lessons 17, 20, 27.
4 Model with mathematics.	Embedded in all lessons. Targeted in Lesson 11.
5 Use appropriate tools strategically.	Embedded in all lessons. Targeted in Lesson 8.
6 Attend to precision.	Embedded in all lessons. Targeted in Lessons 3, 22, 24, 26.
7 Look for and make use of structure.	Embedded in all lessons. Targeted in Lessons 6, 7, 9, 10, 14, 15, 16, 19, 21, 23.
8 Look for and express regularity in repeated reasoning.	Embedded in all lessons. Targeted in Lessons 4, 10, 18, 25.



Classroom Mathematics California

Lesson Correlation

This table identifies for each *Classroom Mathematics California* lesson the *Focus*, *Developing*, and/or *Applied* CA CCSSM standards. It also identifies the SMP that are embedded and which are targeted by a Deepen Understanding.

Correlation by Lesson

Unit 1 Relating Addition and Subtraction		
LESSON	STANDARD(S)	SMP
1 Number Partners for 10	Focus: 1.OA.3, 1.OA.6 Developing: 1.OA.1, 1.OA.8	Embedded: 1–8 Targeted: 2
2 Add and Subtract Within 10	Focus: 1.OA.1 Developing: 1.OA.6	Embedded: 1–8 Targeted: 2
3 Use Counting Strategies to Add and Subtract	Focus: 1.OA.5, 1.OA.6 Developing: 1.OA.1	Embedded: 1–8 Targeted: 6
4 Use Addition to Subtract	Focus: 1.OA.4, 1.OA.5, 1.OA.6 Developing: 1.OA.1, 1.OA.8	Embedded: 1–8 Targeted: 8
5 Solve Word Problems to 10	Focus: 1.OA.1, 1.OA.4, 1.OA.6 Applied: 1.OA.5	Embedded: 1–8 Targeted: 1
Unit 2 Addition and Subtraction Within 20		
LESSON	STANDARD(S)	SMP
6 Teen Numbers	Focus: 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c Developing: 1.NBT.1	Embedded: 1–8 Targeted: 7
7 Add Three Numbers	Focus: 1.OA.2, 1.OA.3 Developing: 1.OA.6	Embedded: 1–8 Targeted: 5
8 Make a Ten to Add	Focus: 1.OA.6 Developing: 1.OA.1, 1.OA.7 Applied: 1.OA.3	Embedded: 1–8 Targeted: 5
9 Use a Ten to Subtract	Focus: 1.OA.1, 1.OA.6 Developing: 1.NBT.2.a, 1.NBT.2.b Applied: 1.OA.3	Embedded: 1–8 Targeted: 7
10 Doubles and Near Doubles	Focus: 1.OA.1 Developing: 1.OA.1, 1.OA.3	Embedded: 1–8 Targeted: 7, 8

Unit 3 Solving Word Problems and Making Comparisons

LESSON	STANDARD(S)	SMP
11 Solve Word Problems to 20	Focus: 1.OA.1, 1.OA.4, 1.OA.6 Developing: 1.OA.8 Applied: 1.OA.5	Embedded: 1–8 Targeted: 4
12 Solve Compare Problems	Focus: 1.OA.1 Developing: 1.OA.8 Applied: 1.OA.4, 1.OA.6	Embedded: 1–8 Targeted: 2
13 Collect and Compare Data	Focus: 1.MD.4 Developing: 1.NBT.1 Applied: 1.OA.1, 1.OA.2	Embedded: 1–8 Targeted: 2
14 True and False Equations	Focus: 1.OA.7, 1.OA.8 Applied: 1.OA.1, 1.OA.3, 1.OA.6	Embedded: 1–8 Targeted: 7

Unit 4 Using Tens and Ones to Organize and Count

LESSON	STANDARD(S)	SMP
15 Tens and Ones	Focus: 1.NBT.2.a, 1.NBT.2.c Applied: 1.NBT.2.b	Embedded: 1–8 Targeted: 7
16 Numbers to 120	Focus: 1.NBT.1, 1.NBT.5 Applied: 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c	Embedded: 1–8 Targeted: 7
17 Compare Numbers	Focus: 1.NBT.3 Applied: 1.OA.7, 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c	Embedded: 1–8 Targeted: 3

Unit 5 Operations with Tens and Ones

LESSON	STANDARD(S)	SMP
18 Add and Subtract Tens	Focus: 1.NBT.4, 1.NBT.6 Applied: 1.NBT.2.c, 1.NBT.5	Embedded: 1–8 Targeted: 8
19 Addition with Two-Digit Numbers	Focus: 1.NBT.4 Applied: 1.NBT.2.c, 1.NBT.5	Embedded: 1–8 Targeted: 7
20 Add Two-Digit and One-Digit Numbers	Focus: 1.NBT.4 Applied: 1.OA.3, 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c	Embedded: 1–8 Targeted: 3
21 Add Two-Digit Numbers	Focus: 1.NBT.4 Applied: 1.OA.3, 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c	Embedded: 1–8 Targeted: 7

Correlation by Lesson *continued*

Unit 6 Geometry and Measurement		
LESSON	STANDARD(S)	SMP
22 Shapes	Focus: 1.G.1, 1.G.2	Embedded: 1–8 Targeted: 6
23 Break Shapes into Equal Parts	Focus: 1.G.3	Embedded: 1–8 Targeted: 7
24 Tell Time	Focus: 1.MD.3 Applied: 1.G.3	Embedded: 1–8 Targeted: 6
25 Compare and Order Lengths	Focus: 1.MD.1	Embedded: 1–8 Targeted: 8
26 Measure Length	Focus: 1.MD.2 Applied: 1.MD.1	Embedded: 1–8 Targeted: 6
27 Money (<i>Optional Lesson</i>)	Applied: 1.NBT.1, 1.NBT.5	Embedded: 1–8 Targeted: 3



English Language Development (ELD) Standards Correlation

Classroom Mathematics California supports the development of English Language Development (ELD) standards throughout the program.

The Try-Discuss-Connect instructional framework provides opportunities for students to focus on and practice **ELD.PI.1.1** *Exchanging information and ideas*, **ELD.PI.1.3** *Offering opinions*, **ELD.PI.1.5** *Listening actively*, **ELD.PI.1.9** *Presenting*, **ELD.PI.1.6** *Reading/viewing closely*, and **ELD.PI.1.11** *Supporting opinions*

Part I: Interacting in Meaningful Ways

ELD Standard		Supported in
Exchanging information and ideas		
ELD.PI.1.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.	English Learner Differentiation: L1S1, L2S1, L2S3, L2S4, L3S1, L4S4, L4S5, L5S1, L5S2, L5S4, L5S5, L6S2, L7S2, L7S4, L8S1, L8S2, L8S3, L9S3, L9S4, L9S5, L10S2, L12S1, L13S1, L13S2, L14S3, L17S1, L17S3, L17S4, L18S1, L18S3, L19S1, L19S4, L20S1, L20S3, L21S3, L22S1, L22S2, L22S4, L23S3, L23S5, L24S4, L25S2, L25S5, L26S3, L27S3, L27S4, L27S5 Develop Academic Language: L1S2, L6S2, L7S3, L8S2, L8S3, L9S3, L10S3, L12S3, L16S3, L18S3, L19S2, L21S2, L21S3, L22S2, L25S3, L26S3
ELD.PI.1.1.Ex	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	
ELD.PI.1.1.Br	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	
Interacting via written English		
ELD.PI.1.2.Em	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	English Learner Differentiation: L1S3, L2S5, L4S4, L7S3, L9S1, L10S5, L11S5, L13S1, L13S3, L14S5, L15S5, L17S2, L20S2, L21S2, L24S1, L24S2, L27S1
ELD.PI.1.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	
ELD.PI.1.2.Br	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	

Citation Key L = Lesson, S = Session

Part I: Interacting in Meaningful Ways *continued*

ELD Standard	Supported in
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Offering opinions

ELD.PI.1.3.Em	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses in order to gain and/or hold the floor.	English Learner Differentiation: L1S5, L3S5, L13S5, L15S3, L16S5, L17S5, L20S5, L22S5, L23S4 Develop Academic Language: L2S2, L4S2, L5S2, L10S2, L13S3, L19S2, L24S2, L27S2
ELD.PI.1.3.Ex	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.	
ELD.PI.1.3.Br	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.	

Adapting language choices

No standards for Grade 1.

Listening actively

ELD.PI.1.5.Em	Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.	English Learner Differentiation: L4S2, L4S5, L10S2, L10S3, L11S4, L14S2, L16S1, L21S1, L24S3, L24S5, L26S4 Develop Academic Language: L3S2, L7S3, L8S2, L15S2, L20S2
ELD.PI.1.5.Ex	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	
ELD.PI.1.5.Br	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	

ELD Standard	Supported in
Reading/viewing closely	
ELD.PI.1.6.Em Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	English Learner Differentiation: L1S2, L1S4, L3S4, L5S4, L6S1, L7S2, L7S4, L8S1, L8S4, L9S4, L11S1, L11S4, L12S4, L13S4, L14S3, L14S4, L15S1, L16S2, L18S2, L18S5, L19S3, L19S4, L20S2, L20S4, L21S4, L21S5, L21S5, L24S3, L25S4, L26S5 Develop Academic Language: L3S3, L7S2, L11S1, L11S3, L12S3, L18S3, L22S2, L26S2
ELD.PI.1.6.Ex Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	
ELD.PI.1.6.Br Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	

Evaluating language choices	
ELD.PI.1.7.Em Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	English Learner Differentiation: L4S5, L7S2, L25S1, L26S1, L26S4 Develop Academic Language: L5S3, L15S2, L15S3, L16S2, L20S2, L22S3
ELD.PI.1.7.Ex Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	
ELD.PI.1.7.Br Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	

Analyzing language choices	
ELD.PI.1.8.Em Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on the audience.	English Learner Differentiation: L3S3, L4S1, L6S1, L6S4, L9S2, L10S4, L12S2, L13S2, L15S2, L22S3, L24S2, L25S1, L25S2, L26S2 Develop Academic Language: L2S3, L4S3, L6S3, L14S2
ELD.PI.1.8.Ex Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience.	
ELD.PI.1.8.Br Distinguish how multiple different words with similar meaning (e.g., <i>big</i> , <i>large</i> , <i>huge</i> , <i>enormous</i> , <i>gigantic</i>) produce shades of meaning and a different effect on the audience.	

Part I: Interacting in Meaningful Ways *continued*

ELD Standard		Supported in
Presenting		
ELD.PI.1.9.Em	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Addressed in every Try-Discuss-Connect
ELD.PI.1.9.Ex	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).	
ELD.PI.1.9.Br	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	
Writing		
ELD.PI.1.10.Em	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	English Learner Differentiation: L3S5, L4S1, L5S2, L6S5, L12S4, L18S3, L22S5, L23S3, L26S2, L27S1 Develop Academic Language: L7S2
ELD.PI.1.10.Ex	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	
ELD.PI.1.10.Br	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	
Supporting opinions		
ELD.PI.1.11.Em	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X</i>) referring to the text or to relevant background knowledge.	English Learner Differentiation: L1S5, L9S1, L10S3, L10S5, L11S5, L15S2, L15S4, L16S5, L17S5, L20S5, L21S3, L23S1, L23S4 Develop Academic Language: L2S2, L4S2, L9S2, L10S2, L11S2, L13S3, L14S3, L18S2, L20S3, L21S3, L23S3, L24S2, L25S3, L26S2
ELD.PI.1.11.Ex	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	
ELD.PI.1.11.Br	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	

ELD Standard

Supported in

Selecting language resources

ELD.PI.1.12a.Em	Retell texts and recount experiences, using key words.	English Learner Differentiation: L3S2, L3S5, L4S1, L5S3, L5S5, L7S1, L7S5, L8S3, L11S3, L15S4, L18S4, L19S5, L21S2, L25S3 Develop Academic Language: L17S2
ELD.PI.1.12a.Ex	Retell texts and recount experiences, using complete sentences and key words.	
ELD.PI.1.12a.Br	Retell texts and recount experiences, using increasingly detailed complete sentences and key words.	
ELD.PI.1.12b.Em	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.	English Learner Differentiation: L1S1, L1S2, L1S4, L2S2, L2S3, L2S5, L3S1, L4S3, L5S1, L5S2, L6S3, L6S4, L7S1, L7S3, L8S1, L8S5, L9S1, L9S2, L9S3, L9S5, L10S1, L10S4, L11S1, L11S4, L12S1, L12S3, L12S4, L12S5, L13S5, L14S1, L14S2, L14S4, L14S5, L15S1, L15S2, L16S1, L16S2, L16S3, L16S4, L17S1, L17S2, L17S3, L17S4, L18S1, L18S3, L19S1, L19S2, L20S1, L20S4, L20S5, L21S3, L21S4, L22S1, L22S3, L22S4, L23S2, L23S3, L23S4, L23S5, L24S2, L24S3, L24S5, L25S1, L25S2, L26S1, L27S1, L27S2 Develop Academic Language: L1S3, L5S3, L6S3, L12S2, L13S2, L17S3, L19S3, L23S2, L24S3, L25S2, L27S3 Build Your Vocabulary: Every unit Build Concepts: Every lesson, Session 1
ELD.PI.1.12b.Ex	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i>) while speaking and writing.	
ELD.PI.1.12b.Br	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was <i>as big as a house</i>) to create an effect, precision, and shades of meaning while speaking and writing.	

Citation Key L = Lesson, S = Session

Part II: Learning About How English Works

ELD Standard		Supported in
Understanding text structure		
ELD.PII.1.1.Em	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	English Learner Differentiation: L1S3, L4S2, L11S5, L16S5, L25S3
ELD.PII.1.1.Ex	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.1.Br	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	
Understanding cohesion		
ELD.PII.1.2.Em	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one day, after, then</i>) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	English Learner Differentiation: L2S2, L4S2, L8S3, L12S2, L15S4, L18S4, L19S3, L21S5, L25S3, L26S3, L27S3 Develop Academic Language: L17S2
ELD.PII.1.2.Ex	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>a long time ago, suddenly</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.2.Br	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	

ELD Standard

Supported in

Using verbs and verb phrases

ELD.PII.1.3a.Em	Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L2S1, L3S2, L3S3, L6S2, L6S4, L15S2, L15S5, L17S1, L18S2, L19S1, L19S3, L20S2, L20S3, L20S4, L21S2 Develop Academic Language: L16S3
ELD.PII.1.3a.Ex	Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.3a.Br	Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	
ELD.PII.1.3b.Em	Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L1S1, L5S3, L7S5, L8S5, L12S5, L18S4, L20S1, L22S5, L26S1, L26S3, L27S3 Develop Academic Language: L21S2, L24S3, L27S3
ELD.PII.1.3b.Ex	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.3b.Br	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	

Using nouns and noun phrases

ELD.PII.1.4.Em	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L6S1, L11S1, L11S2, L13S3, L18S1, L19S2, L21S1, L23S2, L27S2 Develop Academic Language: L16S2, L23S2, L25S2
ELD.PII.1.4.Ex	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.4.Br	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.	

Citation Key L = Lesson, S = Session

Part II: Learning About How English Works *continued*

ELD Standard		Supported in
Modifying to add details		
ELD.PII.1.5.Em	Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L8S4, L11S1, L11S3, L15S5, L16S3, L16S4, L18S2, L20S3, L24S1, L24S5, L26S2 Develop Academic Language: L8S3
ELD.PII.1.5.Ex	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.5.Br	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	
Connecting ideas		
ELD.PII.1.6.Em	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L6S5, L9S4, L12S3, L13S4, L18S5, L21S4, L22S2, L22S5, L26S5 Develop Academic Language: L6S2, L11S3, L14S3, L22S3, L26S3, L27S2
ELD.PII.1.6.Ex	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>), in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.6.Br	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.	

ELD Standard	Supported in
Condensing ideas	
ELD.PII.1.7.Em Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple</i> → <i>I like blue, red, and purple</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L19S5, L24S1, L26S4, L27S5 Develop Academic Language: L10S3, L20S3
ELD.PII.1.7.Ex Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals.</i> → <i>She's the doctor who saved the animals</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.1.7.Br Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor. She's amazing. She saved the animals.</i> → <i>She's the amazing doctor who saved the animals</i>) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	

California Big Ideas Correlation

California has identified Big Ideas that support students in connecting concepts instead of seeing mathematics as a series of discrete topics. *Classroom Mathematics California* lessons support students in building Big Ideas in lessons, across units, and throughout the program.

Unit and Lesson Correlation

The table below shows where each Big Idea is addressed.

Big Idea	Unit and Lesson(s)
Clocks and Time	Unit 6: Lesson 24
Equal Expressions	Unit 1: Lessons 1, 2, 3, 4, 5 Unit 2: Lessons 7, 8, 9, 10 Unit 3: Lessons 11, 12, 14
Equal Parts Inside Shapes	Unit 6: Lessons 22, 23
Make Sense of Data	Unit 3: Lesson 13
Measuring with Objects	Unit 6: Lessons 25, 26
Reasoning about Equality	Unit 5: Lessons 20, 21
Tens and Ones	Unit 2: Lesson 6 Unit 4: Lessons 15, 16, 17 Unit 5: Lessons 18, 19

Try It Inventory

The Try-Discuss-Connect framework is built around Try It tasks set in relevant real-world contexts. They focus on important mathematics, problem solving, and multiple representations. Each Try It has been aligned to a California Driver of Investigation (Why), Standard for Mathematical Practice (How), and Content Connection (What). You may share the Why-How-What statements from the table below with students to provide an inviting learning intention.

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 1			
2	<i>In order to predict what could happen ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will model with mathematics ...</i>	<i>while exploring changing quantities.</i>
LESSON 2			
2	<i>In order to make sense of the world ...</i>	<i>children will model with mathematics ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to predict what could happen ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
LESSON 3			
2	<i>In order to make sense of the world ...</i>	<i>children will reason abstractly and quantitatively ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while exploring changing quantities.</i>
LESSON 4			
2	<i>In order to make sense of the world ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while exploring changing quantities.</i>
LESSON 5			
2	<i>In order to make sense of the world ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will reason abstractly and quantitatively ...</i>	<i>while exploring changing quantities.</i>
LESSON 6			
2	<i>In order to predict what could happen ...</i>	<i>children will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while taking wholes apart, putting parts together.</i>

Try It Inventory *continued*

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 7			
2	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while exploring changing quantities.</i>
LESSON 8			
2	<i>In order to make sense of the world ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while exploring changing quantities.</i>
LESSON 9			
2	<i>In order to make sense of the world ...</i>	<i>children will reason abstractly and quantitatively ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will look for and make use of structure ...</i>	<i>while exploring changing quantities.</i>
LESSON 10			
2	<i>In order to make sense of the world ...</i>	<i>children will reason abstractly and quantitatively ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while exploring changing quantities.</i>
LESSON 11			
2	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will model with mathematics ...</i>	<i>while exploring changing quantities.</i>
LESSON 12			
2	<i>In order to make sense of the world ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will reason abstractly and quantitatively ...</i>	<i>while exploring changing quantities.</i>
LESSON 13			
2	<i>In order to predict what could happen ...</i>	<i>children will model with mathematics ...</i>	<i>while reasoning with data.</i>
3	<i>In order to impact the future ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while reasoning with data.</i>

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 14			
2	<i>In order to predict what could happen ...</i>	<i>children will attend to precision ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while exploring changing quantities.</i>
LESSON 15			
2	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while taking wholes apart and putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while taking wholes apart and putting parts together.</i>
LESSON 16			
2	<i>In order to make sense of the world ...</i>	<i>children will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart and putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart and putting parts together.</i>
LESSON 17			
2	<i>In order to predict what could happen ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart and putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart and putting parts together.</i>
LESSON 18			
2	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while taking wholes apart and putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while taking wholes apart and putting parts together.</i>
LESSON 19			
2	<i>In order to make sense of the world ...</i>	<i>children will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart and putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart and putting parts together.</i>
LESSON 20			
2	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while exploring changing quantities.</i>

Try It Inventory *continued*

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 21			
2	<i>In order to make sense of the world ...</i>	<i>children will model with mathematics ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
LESSON 22			
2	<i>In order to impact the future ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while discovering shape and space.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while discovering shape and space.</i>
LESSON 23			
2	<i>In order to impact the future ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while discovering shape and space.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will model with mathematics ...</i>	<i>while discovering shape and space.</i>
LESSON 24			
2	<i>In order to make sense of the world ...</i>	<i>children will construct viable arguments and critique the reasoning of others ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while exploring changing quantities.</i>
LESSON 25			
2	<i>In order to predict what could happen ...</i>	<i>children will attend to precision ...</i>	<i>while reasoning with data.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while reasoning with data.</i>
LESSON 26			
2	<i>In order to impact the future ...</i>	<i>children will attend to precision ...</i>	<i>while reasoning with data.</i>
3	<i>In order to make sense of the world ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while exploring changing quantities.</i>
OPTIONAL LESSON 27			
2	<i>In order to make sense of the world ...</i>	<i>children will make sense of problems and persevere in solving them ...</i>	<i>while exploring changing quantities.</i>
3	<i>In order to predict what could happen ...</i>	<i>children will attend to precision ...</i>	<i>while exploring changing quantities.</i>



California Environmental Principles and Concepts (EP&C) Correlation

The Environmental Principles and Concepts (EP&C) reflect the fact that people depend on Earth’s natural systems. The goal of the EP&Cs is to help students understand the connections between people and the natural world. The table below lists the opportunities to address each Environmental Principle.

Principle 1: People Depend on Natural Systems

Concepts	Supported in
The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services. • Concept A The goods produced by natural systems are essential to human life and to the functioning of our economies and cultures. • Concept B The ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures. • Concept C That the quality, quantity, and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.	Connect to the Environment: L8, L13, L16, L20

Principle 2: People Influence Natural Systems

Concepts	Supported in
The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies. • Concept A Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems. • Concept B Methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems. • Concept C The expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems. • Concept D The legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.	Connect to the Environment: L7, L15, L19, L21

Continued on next page ►

California Environmental Principles
and Concepts (EP&C) Correlation *continued*

Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence

Concepts	Supported in
Natural systems proceed through cycles that humans depend upon, benefit from, and can alter. • Concept A Natural systems proceed through cycles and processes that are required for their functioning. • Concept B Human practices depend upon and benefit from the cycles and processes that operate within natural systems. • Concept C Human practices can alter the cycles and processes that operate within natural systems.	Connect to the Environment: L3, L24

Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

Concepts	Supported in
The exchange of matter between natural systems and human societies affects the long-term functioning of both. • Concept A The effects of human activities on natural systems are directly related to the quantities of resources consumed and to the quantity and characteristics of the resulting byproducts. • Concept B The byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect. • Concept C The capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.	This principle is supported beginning in Grade 2.

Principle 5: Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

Concepts	Supported in
Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes. • Concept A There is a spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions. • Concept B The process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.	Connect to the Environment: L14, L22

Citation Key L = Lesson, S = Session