

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 Activity-Based Assessment, 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 Activity-Based Assessment, 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
Counting and Cardinality	
Know number names and the count sequence.	
K.CC.1 Count to 100 by ones and by tens.	Focus: 17 Developing: 1, 4, 5, 11, 12, 16
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Focus: 17 Developing: 11, 16
K.CC.3 Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Focus: 4, 11, 16 Applied: 5, 7, 9, 10, 12, 14, 18, 19, 20, 21, 22, 23, 25
Count to tell the number of objects.	
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.	Focus: 4, 11, 16 Developing: 3 Applied: 5, 12, 17
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.	Focus: 4, 11, 16 Developing: 3 Applied: 5, 12, 17

Correlation by CA CCSSM *continued*

Standard		Lessons
Count to tell the number of objects. <i>continued</i>		
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. (<i>continued</i>)	
	c. Understand that each successive number name refers to a quantity that is one larger.	Focus: 5, 12 Developing: 4 Applied: 11, 16, 17
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.	Focus: 4, 11, 16 Developing: 3 Applied: 5, 7, 8, 9, 10, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 25
Compare numbers.		
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.	Focus: 5, 12
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	Focus: 5, 12

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
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.	Focus: 7, 9, 10, 20, 21 Applied: 14, 18, 19, 22
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.	Focus: 7, 9, 10, 22 Developing: 18, 19, 20, 21
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 $5 = 4 + 1$).	Focus: 14, 18, 19 Developing: 8, 15 Applied: 15, 22
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.	Focus: 15 Developing: 14
K.OA.5	Fluently add and subtract within 5.	Focus: 20, 21 Developing: 7, 9, 10

Standard	Lessons
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Number and Operations in Base Ten

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

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.	Focus: 23, 25
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Measurement and Data

Describe and compare measurable attributes.

K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Focus: 2, 6 Applied: 3
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>	Focus: 2, 6

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

K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Focus: 3 Developing: 2 Applied: 4, 6, 8
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Geometry

Identify and describe shapes.

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> .	Focus: 1, 6, 8 Applied: 13
K.G.2	Correctly name shapes regardless of their orientations or overall size.	Focus: 6, 8 Applied: 13, 24
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Focus: 24 Developing: 6

Analyze, compare, create, and compose shapes.

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).	Focus: 6, 8
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Focus: 24 Developing: 8, 13
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>	Focus: 13 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.
2 Reason abstractly and quantitatively.	Embedded in all lessons. Targeted in Lessons 4, 11, 15, 18, 20, 22, 23, 25.
3 Construct viable arguments and critique the reasoning of others.	Embedded in all lessons. Targeted in Lessons 3, 4.
4 Model with mathematics.	Embedded in all lessons. Targeted in Lessons 10, 22.
5 Use appropriate tools strategically.	Embedded in all lessons. Targeted in Lessons 9, 21.
6 Attend to precision.	Embedded in all lessons. Targeted in Lessons 1, 2.
7 Look for and make use of structure.	Embedded in all lessons. Targeted in Lessons 5, 6, 8, 12, 13, 14, 16, 17, 19, 24.
8 Look for and express regularity in repeated reasoning.	Embedded in all lessons. Targeted in Lessons 5, 12.



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 Position, Length, Height, and Sorting		
LESSON	STANDARD(S)	SMP
1 Describe Position	Focus: K.G.1 Developing: K.CC.1	Embedded: 1–8 Targeted: 6
2 Describe and Compare Length and Height	Focus: K.MD.1, K.MD.2 Developing: K.MD.3	Embedded: 1–8 Targeted: 6
3 Sort and Count Objects	Focus: K.MD.3 Developing: K.CC.4.a, K.CC.4.b, K.CC.5 Applied: K.MD.1	Embedded: 1–8 Targeted: 3
Unit 2 Numbers to 5, Shapes, and Weight		
LESSON	STANDARD(S)	SMP
4 Count, Show, and Write Numbers to 5	Focus: K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.5 Developing: K.CC.1, K.CC.4.c Applied: K.MD.3	Embedded: 1–8 Targeted: 2, 3
5 Compare Numbers to 5	Focus: K.CC.4.c, K.CC.6, K.CC.7 Developing: K.CC.1 Applied: K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.5	Embedded: 1–8 Targeted: 7, 8
6 Three-Dimensional Shapes and Weight	Focus: K.MD.1, K.MD.2, K.G.1, K.G.2, K.G.4 Developing: K.G.3 Applied: K.MD.3	Embedded: 1–8 Targeted: 7

Correlation by Lesson *continued*

Unit 3 Addition and Subtraction Within 5 and Shapes		
LESSON	STANDARD(S)	SMP
7 Add Within 5	Focus: K.OA.1, K.OA.2 Developing: K.OA.5 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 1
8 Two-Dimensional Shapes	Focus: K.G.1, K.G.2, K.G.4 Developing: K.OA.3, K.G.5 Applied: K.CC.5, K.MD.3	Embedded: 1–8 Targeted: 7
9 Subtract Within 5	Focus: K.OA.1, K.OA.2 Developing: K.OA.5 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 5
10 Add and Subtract Within 5	Focus: K.OA.1, K.OA.2 Developing: K.OA.5 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 4
Unit 4 Numbers to 10 and Shapes		
LESSON	STANDARD(S)	SMP
11 Count, Show, and Write Numbers 6 to 10	Focus: K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.5 Developing: K.CC.1, K.CC.2 Applied: K.CC.4.c	Embedded: 1–8 Targeted: 2
12 Compare Numbers to 10	Focus: K.CC.4.c, K.CC.6, K.CC.7 Developing: K.CC.1 Applied: K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.5	Embedded: 1–8 Targeted: 7, 8
13 Compose Shapes	Focus: K.G.6 Developing: K.G.5 Applied: K.CC.5, K.G.1, K.G.2	Embedded: 1–8 Targeted: 7
14 Compose and Decompose 10	Focus: K.OA.3 Developing: K.OA.4 Applied: K.CC.3, K.CC.5, K.OA.1	Embedded: 1–8 Targeted: 7
15 Find Number Partners for 10	Focus: K.OA.4 Developing: K.OA.3 Applied: K.OA.3	Embedded: 1–8 Targeted: 2

Unit 5 Numbers to 100

LESSON	STANDARD(S)	SMP
16 Count, Read, and Write Numbers 11 to 20	Focus: K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.5 Developing: K.CC.1, K.CC.2 Applied: K.CC.4.c	Embedded: 1–8 Targeted: 7
17 Count Within 100	Focus: K.CC.1, K.CC.2 Developing: K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5	Embedded: 1–8 Targeted: 7
18 Compose and Decompose 6 and 7	Focus: K.OA.3 Developing: K.OA.2 Applied: K.CC.3, K.CC.5, K.OA.1	Embedded: 1–8 Targeted: 2
19 Compose and Decompose 8 and 9	Focus: K.OA.3 Developing: K.OA.2 Applied: K.CC.3, K.CC.5, K.OA.1	Embedded: 1–8 Targeted: 7

Unit 6 Addition and Subtraction Within 10

LESSON	STANDARD(S)	SMP
20 Add Within 10	Focus: K.OA.1, K.OA.5 Developing: K.OA.2 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 2
21 Subtract Within 10	Focus: K.OA.1, K.OA.5 Developing: K.OA.2 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 5
22 Add and Subtract to Solve Word Problems	Focus: K.OA.2 Applied: K.CC.3, K.CC.5, K.OA.1, K.OA.3	Embedded: 1–8 Targeted: 2, 4

Unit 7 Teen Numbers and Shapes

LESSON	STANDARD(S)	SMP
23 Compose and Decompose Teen Numbers with Tools and Drawings	Focus: K.NBT.1 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 2
24 Build with Shapes	Focus: K.G.3, K.G.5 Applied: K.G.2, K.G.6	Embedded: 1–8 Targeted: 7
25 Compose and Decompose Teen Numbers with Symbols	Focus: K.NBT.1 Applied: K.CC.3, K.CC.5	Embedded: 1–8 Targeted: 2



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.K.1** *Exchanging information and ideas*, **ELD.PI.K.3** *Offering opinions*, **ELD.PI.K.5** *Listening actively*, **ELD.PI.K.9** *Presenting*, **ELD.PI.K.6** *Reading/viewing closely*, and **ELD.PI.K.11** *Supporting opinions*.

Part I: Interacting in Meaningful Ways

ELD Standard		Supported in
Exchanging information and ideas		
ELD.PI.K.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, L1S3, L1S3, L2S2, L2S3, L3S3, L3S4, L4S1, L4S4, L4S5, L5S1, L6S5, L7S1, L7S3, L7S4, L9S5, L10S3, L10S4, L11S1, L11S2, L11S3, L11S4, L12S1, L12S2, L13S2, L13S4, L14S2, L15S1, L15S2, L15S3, L15S3, L15S4, L15S5, L15S5, L17S1, L17S5, L17S5, L18S1, L18S3, L19S1, L19S3, L19S4, L19S5, L20S5, L20S4, L21S2, L21S4, L22S1, L22S3, L22S5, L23S1, L23S2, L23S4, L24S1, L24S2, L25S2, L25S2, L25S3, L25S4 Develop Academic Language: L2S3, L3S2, L4S2, L5S3, L7S2, L11S3, L12S3, L16S3, L17S2, L17S3, L18S3, L21S3, L23S3
ELD.PI.K.1.Ex	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	
ELD.PI.K.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.K.2.Em	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	English Learner Differentiation: L1S4, L2S1, L6S4, L8S1, L10S2, L10S5, L14S4, L18S4, L19S3, L21S4, L22S1, L22S5, L24S3, L24S5, L25S1
ELD.PI.K.2.Ex	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	
ELD.PI.K.2.Br	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.	

Citation Key L = Lesson, S = Session

ELD Standard	Supported in
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Offering opinions

ELD.PI.K.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.	English Learner Differentiation: L2S5, L3S5, L4S3, L4S5, L5S5, L8S2, L9S4, L10S3, L13S1, L20S4, L21S2, L21S5, L23S3, L23S5, L25S5 Develop Academic Language: L6S2, L6S4, L9S2, L19S3
ELD.PI.K.3.Ex	Offer opinions 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.	
ELD.PI.K.3.Br	Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	

Adapting language choices

No standards for Kindergarten.

Listening actively

ELD.PI.K.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: L1S3, L4S2, L5S5, L6S3, L8S4, L9S4, L13S3, L14S1, L15S1, L15S3, L16S3 Develop Academic Language: L1S2, L8S2, L13S3, L22S2, L24S2, L24S3
ELD.PI.K.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.K.5.Br	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	

Reading/viewing closely

ELD.PI.K.6.Em	Describe ideas, phenomena (e.g., parts of a plant), 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: L2S4, L3S3, L3S4, L4S2, L4S3, L4S4, L5S4, L6S1, L6S2, L6S3, L7S1, L8S3, L8S4, L9S2, L10S2, L10S3, L11S2, L12S1, L13S5, L14S3, L15S2, L16S1, L18S4, L21S3, L22S5, L24S4, L25S1, L25S2 Develop Academic Language: L7S2, L10S3, L14S2, L17S3, L21S2
ELD.PI.K.6.Ex	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	
ELD.PI.K.6.Br	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	

Citation Key L = Lesson, S = Session

Part I: Interacting in Meaningful Ways *continued*

ELD Standard		Supported in
Evaluating language choices		
ELD.PI.K.7.Em	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.	English Learner Differentiation: L3S2, L12S2, L14S1, L17S4, L20S3 Develop Academic Language: L4S3, L22S2
ELD.PI.K.7.Ex	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	
ELD.PI.K.7.Br	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.	
Analyzing language choices		
ELD.PI.K.8.Em	Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.	English Learner Differentiation: L1S2, L5S3, L7S2, L9S1, L9S3, L10S4, L11S5, L12S4, L17S2, L17S4, L20S2, L20S3, L23S4, L24S1 Develop Academic Language: L2S2, L9S3, L10S2, L18S2
ELD.PI.K.8.Ex	Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.	
ELD.PI.K.8.Br	Distinguish how multiple different words with similar meaning (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) produce shades of meaning and a different effect.	
Presenting		
ELD.PI.K.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.K.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).	
ELD.PI.K.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).	

Citation Key L = Lesson, S = Session

ELD Standard		Supported in
Composing/Writing		
ELD.PI.K.10.Em	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	English Learner Differentiation: L1S5, L2S1, L3S1, L5S4, L11S4, L18S5, L22S2, L23S1, L24S3, L25S1 Develop Academic Language: L23S3
ELD.PI.K.10.Ex	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	
ELD.PI.K.10.Br	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	
Supporting opinions		
ELD.PI.K.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: L2S5, L3S5, L5S4, L6S2, L7S5, L8S5, L9S4, L11S1, L15S5, L16S5, L20S4, L21S2, L21S5, L23S3, L23S5, L25S5 Develop Academic Language: L3S3, L4S2, L6S2, L6S4, L11S3, L12S3, L15S2, L20S3, L25S2
ELD.PI.K.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.K.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).	
Selecting language resources		
ELD.PI.K.12a.Em	Retell texts and recount experiences using a select set of key words.	English Learner Differentiation: L1S5, L7S1, L10S1, L10S4, L12S3, L14S2, L14S5, L17S3, L18S3, L18S5, L21S1, L22S1, L22S4, L25S4 Develop Academic Language: L16S3
ELD.PI.K.12a.Ex	Retell texts and recount experiences using complete sentences and key words.	
ELD.PI.K.12a.Br	Retell texts and recount experiences using increasingly detailed complete sentences and key words.	

Part I: Interacting in Meaningful Ways *continued*

ELD Standard	Supported in
Selecting language resources <i>continued</i>	
ELD.PI.K.12b.Em Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.	English Learner Differentiation: L1S1, L1S2, L1S5, L2S1, L2S2, L3S1, L3S2, L3S3, L4S1, L4S3, L4S4, L5S1, L5S2, L6S1, L6S3, L6S4, L6S5, L7S3, L7S4, L8S1, L8S2, L8S3, L8S5, L9S1, L9S3, L10S5, L12S1, L12S4, L12S5, L13S1, L13S4, L13S5, L14S3, L14S5, L15S1, L15S4, L16S2, L16S3, L16S4, L17S1, L17S5, L18S1, L18S2, L18S3, L18S5, L19S1, L19S2, L19S5, L20S1, L21S3, L23S1, L23S2, L23S5, L24S1, L24S4, L25S3 Develop Academic Language: L1S3, L5S2, L6S3, L7S3, L8S3, L11S2, L12S2, L13S2, L14S3, L15S3, L16S2, L18S2, L19S2, L20S2, L21S3, L22S3, L23S2, L25S3 Build Your Vocabulary: Every unit
ELD.PI.K.12b.Ex Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word <i>scurry</i> versus <i>run</i>) while speaking and composing.	
ELD.PI.K.12b.Br Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat's fur was <i>as white as snow</i>) while speaking and composing.	

Part II: Learning About How English Works

ELD Standard	Supported in
Understanding text structure	
ELD.PII.K.1.Em Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	English Learner Differentiation: L7S2, L7S3, L16S5, L19S4, L21S1, L22S2, L23S3, L24S5 Develop Academic Language: L23S2
ELD.PII.K.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 composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	
ELD.PII.K.1.Br Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	

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ELD Standard		Supported in
Understanding cohesion		
ELD.PII.K.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 time, then</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	English Learner Differentiation: L5S3, L6S2, L7S2, L9S2, L14S4, L16S1, L17S3, L21S1, L22S2, L25S4 Develop Academic Language: L17S2
ELD.PII.K.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>next, after a long time</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	
ELD.PII.K.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>first/second/third, once, at the end</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	
Using verbs and verb phrases		
ELD.PII.K.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 with increasing independence.	English Learner Differentiation: L5S2, L5S3, L7S5, L10S2, L12S3, L16S4, L17S4, L22S3, L23S4, L24S2 Develop Academic Language: L9S3, L14S3
ELD.PII.K.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 independently.	
ELD.PII.K.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.K.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 with increasing independence.	English Learner Differentiation: L9S2, L11S5, L13S2, L14S1, L14S2, L16S4, L22S4
ELD.PII.K.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 independently.	
ELD.PII.K.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.	

Citation Key L = Lesson, S = Session

Part II: Learning About How English Works *continued*

ELD Standard	Supported in
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Using nouns and noun phrases

ELD.PII.K.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 so on, in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L1S4, L5S1, L11S1, L12S5, L13S1, L16S2, L17S1, L20S2, L22S3
ELD.PII.K.4.Ex	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.	
ELD.PII.K.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 so on, in shared language activities guided by the teacher and independently.	

Modifying to add details

ELD.PII.K.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: L1S1, L1S2, L1S4, L2S4, L7S5, L8S2, L8S3, L8S4, L11S4, L11S5, L12S3, L13S3, L16S1, L17S2, L24S3, L24S4 Develop Academic Language: L21S2
ELD.PII.K.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.K.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.	

ELD Standard		Supported in
Connecting ideas		
ELD.PII.K.6.Em	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L2S3, L2S4, L7S4, L8S5, L9S5, L10S1, L11S3, L16S5, L19S2, L20S1 Develop Academic Language: L2S3, L3S2, L18S3, L25S2, L25S3
ELD.PII.K.6.Ex	Combine clauses in an increasing variety of ways to make connections between and 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.K.6.Br	Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> → <i>The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.	

Condensing ideas

<i>No standards for Kindergarten.</i>

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)
Being Flexible Within 10	Unit 4: Lessons 14, 15 Unit 5: Lessons 18, 19
Bigger or Equal?	Unit 2: Lesson 5
How Many?	Unit 2: Lesson 4 Unit 4: Lessons 11, 12 Unit 5: Lessons 16, 17
Making Shapes from Parts	Unit 4: Lesson 13 Unit 7: Lesson 24
Model with Numbers	Unit 3: Lessons 7, 9, 10 Unit 6: Lessons 20, 21, 22
Place and Position of Numbers	Unit 7: Lessons 23, 25
Shapes in the World	Unit 1: Lessons 1, 2 Unit 2: Lesson 6 Unit 3: Lesson 8
Sort and Describe Data	Unit 1: Lesson 3

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 as part of Make Sense of the Problem, to provide an inviting learning intention.

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 1			
2	<i>In order to make sense of the world . . .</i>	<i>children will attend to precision . . .</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 2			
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 discovering shape and space.</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 discovering shape and space.</i>
LESSON 3			
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 reasoning with data.</i>
3	<i>In order to predict what could happen . . .</i>	<i>children will construct viable arguments and critique the reasoning of others . . .</i>	<i>while reasoning with data.</i>
LESSON 4			
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 reason abstractly and quantitatively . . .</i>	<i>while exploring changing quantities.</i>
LESSON 5			
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 predict what could happen . . .</i>	<i>children will model with mathematics . . .</i>	<i>while exploring changing quantities.</i>
LESSON 6			
2	<i>In order to predict what could happen . . .</i>	<i>children will construct viable arguments and critique the reasoning of others . . .</i>	<i>while discovering shape and space.</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 discovering shape and space.</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 make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</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 taking wholes apart, putting parts together.</i>
LESSON 8			
2	<i>In order to make sense of the world ...</i>	<i>children will attend to precision ...</i>	<i>while discovering shape and space.</i>
3	<i>In order to predict what could happen ...</i>	<i>children will attend to precision ...</i>	<i>while discovering shape and space.</i>
LESSON 9			
2	<i>In order to predict what could happen ...</i>	<i>children will use appropriate tools strategically ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to predict what could happen ...</i>	<i>children will look for and express repeated reasoning ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 10			
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 taking wholes apart, putting parts together.</i>
3	<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>
LESSON 11			
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 attend to precision ...</i>	<i>while discovering shape and space.</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 look for and express repeated reasoning ...</i>	<i>while exploring changing quantities.</i>
LESSON 13			
2	<i>In order to impact the future ...</i>	<i>children will look for and make use of structure ...</i>	<i>while discovering shape and space.</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 discovering shape and space.</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 model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world . . .</i>	<i>children will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 15			
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 reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 16			
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 construct viable arguments and critique the reasoning of others . . .</i>	<i>while exploring changing quantities.</i>
LESSON 17			
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 predict what could happen . . .</i>	<i>children will look for and express repeated reasoning . . .</i>	<i>while exploring changing quantities.</i>
LESSON 18			
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 reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 19			
2	<i>In order to predict what could happen . . .</i>	<i>children will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to predict what could happen . . .</i>	<i>children will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 20			
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 predict what could happen . . .</i>	<i>children will model with mathematics . . .</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 21			
2	<i>In order to make sense of the world . . .</i>	<i>children will use appropriate tools strategically . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to predict what could happen . . .</i>	<i>children will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 22			
2	<i>In order to make sense of the world . . .</i>	<i>children will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</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 taking wholes apart, putting parts together.</i>
LESSON 23			
2	<i>In order to make sense of the world . . .</i>	<i>children will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to predict what could happen . . .</i>	<i>children will look for and make use of structure . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 24			
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 discovering shape and space.</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 discovering shape and space.</i>
LESSON 25			
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 predict what could happen . . .</i>	<i>children will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</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: L9, L12, L19

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: L1, L4, L16, L17, L22, L24

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: L21, L23

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: L2, L5, L10