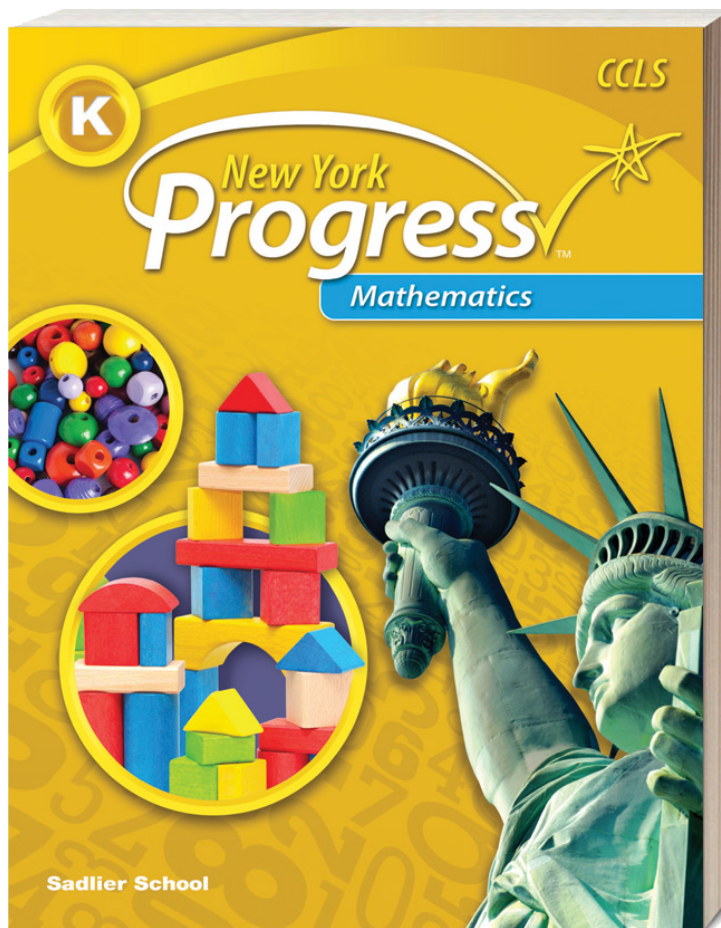


New York Progress Mathematics

Correlation to the New York State Next Generation
Mathematics Learning Standards (2017) UPDATED JUNE 2019

Grade K



Learn more at www.sadlier.com/school/mathematics

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	New York Progress Mathematics, Grade K
Know number names and the count sequence.	
NY-K.CC.1 Count to 100 by ones and by tens.	Lesson 38 Count by Ones and Tens to 100—pp. 175-178
NY-K.CC.2 Count to 100 by ones beginning from any given number (instead of beginning at 1).	Lesson 38 Count by Ones and Tens to 100—pp. 175-178
NY-K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<p>Lesson 2 Count and Write 1 and 2—pp. 15-18</p> <p>Lesson 4 Count and Write 3 and 4—pp. 23-26</p> <p>Lesson 6 Count and Write 0 and 5—pp. 31-34</p> <p>Lesson 9 Count and Write 6 and 7—pp. 43-46</p> <p>Lesson 11 Count and Write 8, 9, and 10—pp. 51-54</p> <p>Lesson 13 Count to Tell How Many—pp. 59-62</p> <p>Lesson 28 Count and Write 11 and 12—pp. 135-138</p> <p>Lesson 30 Count and Write 13 and 14—pp. 143-146</p> <p>Lesson 32 Count and Write 15 and 16—pp. 151-154</p> <p>Lesson 34 Count and Write 17 and 18—pp. 159-162</p> <p>Lesson 36 Count and Write 19 and 20—pp. 167-170</p>

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	New York Progress Mathematics, Grade K
Count to tell the number of objects.	
NY-K.CC.4 Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.	
<p>NY-K.CC.4a 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. (1:1 correspondence)</p> <p>NY-K.CC.4b Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>NY-K.CC.4c Understand the concept that each successive number name refers to a quantity that is one larger.</p>	<p>Lesson 1 Count and Model 1 and 2—pp. 11-14</p> <p>Lesson 3 Count and Model 3 and 4—pp. 19-22</p> <p>Lesson 5 Count and Model 0 and 5—pp. 27-30</p> <p>Lesson 8 Count and Model 6 and 7—pp. 39-42</p> <p>Lesson 10 Count and Model 8, 9 and 10—pp. 47-50</p> <p>Lesson 27 Count and Model 11 and 12—pp. 131-134</p> <p>Lesson 29 Count and Model 13 and 14—pp. 139-142</p> <p>Lesson 31 Count and Model 15 and 16—pp. 147-150</p> <p>Lesson 33 Count and Model 17 and 18—pp. 155-158</p> <p>Lesson 35 Count and Model 19 and 20—pp. 163-166</p>
NY-K.CC.4d Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.	Lesson 15 Ordinal Numbers—pp. 67-70

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	New York Progress Mathematics, Grade K
NY-K.CC.5	
<p>NY-K.CC.5a Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.</p> <p>e.g., “How many _____ are there?”</p>	<p>Lesson 1 Count and Model 1 and 2—pp. 11-14</p> <p>Lesson 2 Count and Write 1 and 2—pp. 15-18</p> <p>Lesson 3 Count and Model 3 and 4—pp. 19-22</p> <p>Lesson 4 Count and Write 3 and 4—pp. 23-26</p> <p>Lesson 5 Count and Model 0 and 5—pp. 27-30</p> <p>Lesson 6 Count and Write 0 and 5—pp. 31-34</p> <p>Lesson 8 Count and Model 6 and 7—pp. 39-42</p> <p>Lesson 9 Count and Write 6 and 7—pp. 43-46</p> <p>Lesson 10 Count and Model 8, 9 and 10—pp. 47-50</p> <p>Lesson 11 Count and Write 8, 9, and 10—pp. 51-54</p> <p>Lesson 12 Count to Compare—pp. 55-58</p> <p>Lesson 13 Count to Tell How Many—pp. 59-62</p> <p>Lesson 27 Count and Model 11 and 12—pp. 131-134</p> <p>Lesson 28 Count and Write 11 and 12—pp. 135-138</p> <p>Lesson 29 Count and Model 13 and 14—pp. 139-142</p> <p>Lesson 30 Count and Write 13 and 14—pp. 143-146</p> <p style="text-align: right;"><i>continued</i></p>

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NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	New York Progress Mathematics, Grade K
	<p>Lesson 31 Count and Model 15 and 16—pp. 147-150</p> <p>Lesson 32 Count and Write 15 and 16—pp. 151-154</p> <p>Lesson 33 Count and Model 17 and 18—pp. 155-158</p> <p>Lesson 34 Count and Write 17 and 18—pp. 159-162</p> <p>Lesson 35 Count and Model 19 and 20—pp. 163-166</p> <p>Lesson 36 Count and Write 19 and 20—pp. 167-170</p> <p>Lesson 37 Make and Break Apart 11 to 19—pp. 171-174</p>
<p>NY-K.CC.5b Given a number from 1–20, count out that many objects. e.g., “How many _____ are there?”</p>	<p>Lesson 1 Understand Rational and Irrational Numbers—pp. 10-17</p>
Compare numbers.	
<p>NY-K.CC.6 Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group. e.g., using matching and counting strategies. Note: Include groups with up to ten objects.</p>	<p>Lesson 7 Match to Compare—pp. 35-38</p> <p>Lesson 12 Count to Compare—pp. 55-58</p>
<p>NY-K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. e.g., 6 is greater than 2</p>	<p>Lesson 14 Compare Numbers—pp. 63-66</p>

NY-K.OA OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	<i>New York Progress Mathematics, Grade K</i>
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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

<p>NY-K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.</p> <p>Note: Drawings need not show details, but should show the mathematics in the problem.</p>	<p>Lesson 16 Put Together to Add—pp. 79–82</p> <p>Lesson 17 Add to Find How Many—pp. 83–86</p> <p>Lesson 18 Take Away to Subtract—pp. 91–94</p> <p>Lesson 19 Subtract to Find How Many Left—pp. 95–98</p>
NY-K.OA.2	
<p>NY-K.OA.2a Add and subtract within 10. e.g., using objects or drawings. to represent the problem.</p> <p>NY-K.OA.2b Solve addition and subtraction word problems within 10. e.g., using objects or drawings. to represent the problem.</p>	<p>Lesson 18 Problem Solving: Addition—pp. 87–90</p> <p>Lesson 21 Problem Solving: Subtraction—pp. 99–102</p>
<p>NY-K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition with a drawing or equation. e.g., using objects or drawings.</p>	<p>Lesson 22 Break Apart Numbers to 5—pp. 103–106</p> <p>Lesson 24 Break Apart Numbers to 10—pp. 115–118</p>
<p>NY-K.OA.4 Find the number that makes 10 when given a number from 1 to 9. Record each decomposition with a drawing or equation. e.g., using objects or drawings</p>	<p>Lesson 26 Make Ten—pp. 119–122</p>

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NY-K.OA OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	New York Progress Mathematics, Grade K
<p>NY-K.OA.5 Fluently add and subtract within 5.</p> <p>Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.</p>	<p>Lesson 23 Addition: Sums to 5 (Fluency)—pp. 107-110</p> <p>Lesson 24 Subtract: From 5 or Less (Fluency)—pp. 111-114</p>
<p>NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects.</p>	<p><i>Related content</i></p> <p>Lesson 38 Count by Ones and Tens to 100 (hundred chart, counting by 10 patterns)—pp. 175-178</p>

NY-K.NBT NUMBER AND OPERATIONS IN BASE TEN

Kindergarten Content Standards	New York Progress Mathematics, Grade K
<p>Work with numbers 11-19 to gain foundations for place value.</p>	
<p>NY-K.NBT.1 Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>e.g., using objects or drawings.</p>	<p>Lesson 37 Make and Break Apart 11 to 19—pp. 171-174</p>

NY-K.MD MEASUREMENT AND DATA

Kindergarten Content Standards	New York Progress Mathematics, Grade K
<p>Describe and compare measurable attributes.</p>	
<p>NY-K.MD.1 Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.</p> <p>e.g., small, big, short, tall, empty, full, heavy, and light.</p>	<p>Lesson 39 Describe Measurements—pp. 187-190</p>
<p>NY-K.MD.2 Directly compare two objects with a common measurable attribute and describe the difference.</p>	<p>Lesson 40 Compare Measurements—pp. 191-194</p>

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NY-K.MD MEASUREMENT AND DATA

Kindergarten Content Standards	<i>New York Progress Mathematics, Grade K</i>
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Classify objects and count the number of objects in each category.

<p>NY-K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Note: Limit category counts to be less than or equal to 10.</p>	<p>Lesson 41 Sort and Count—pp. 195-198</p>
<p>NY-K.MD.4 Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.</p>	<p><i>See Grade 1</i></p> <p>Lesson 21 Money—pp. 186-193</p>

NY-K.G GEOMETRY

Kindergarten Content Standards	<i>New York Progress Mathematics, Grade K</i>
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Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

<p>NY-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, below, beside, in front of, behind, and next to</i>.</p>	<p>Lesson 48 Above, Below, Beside, Next To—pp. 231-234</p> <p>Lesson 49 In Front of, Behind—pp. 235-238</p>
<p>NY-K.G.2 Name shapes regardless of their orientation or overall size.</p>	<p>Lesson 42 Circles and Triangles—pp. 207-210</p> <p>Lesson 43 Squares, Rectangles, and Hexagons—pp. 211-214</p> <p>Lesson 45 Solid Shapes—pp. 219-222</p>
<p>NY-K.G.3 Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.</p>	<p>Lesson 47 Identify Flat and Solid Shapes—pp. 227-230</p>

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NY-K.G GEOMETRY	
Kindergarten Content Standards	<i>New York Progress Mathematics, Grade K</i>
Analyze, compare, create, and compose shapes.	
<p>NY-K.G.4 Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</p> <p>e.g., number of sides, number of vertices/“corners,” or having sides of equal length</p>	<p>Lesson 44 Compare Flat Shapes—pp. 215–218</p> <p>Lesson 46 Compare Solid Shapes—pp. 223–226</p>
<p>NY-K.G.5 Model objects in their environment by building and/or drawing shapes.</p> <p>e.g., using blocks to build a simple representation in the classroom</p> <p>Note on and/or: Students should be taught to model objects by building and drawing shapes; however, when answering a question, students can choose to model the object by building or drawing the shape.</p>	<p>Lesson 50 Building Shapes—pp. 239–242</p>
<p>NY-K.G.6 Compose larger shapes from simple shapes.</p> <p>e.g., join two triangles to make a rectangle.</p>	<p>Lesson 51 Building Larger Shapes—pp. 243–246</p>