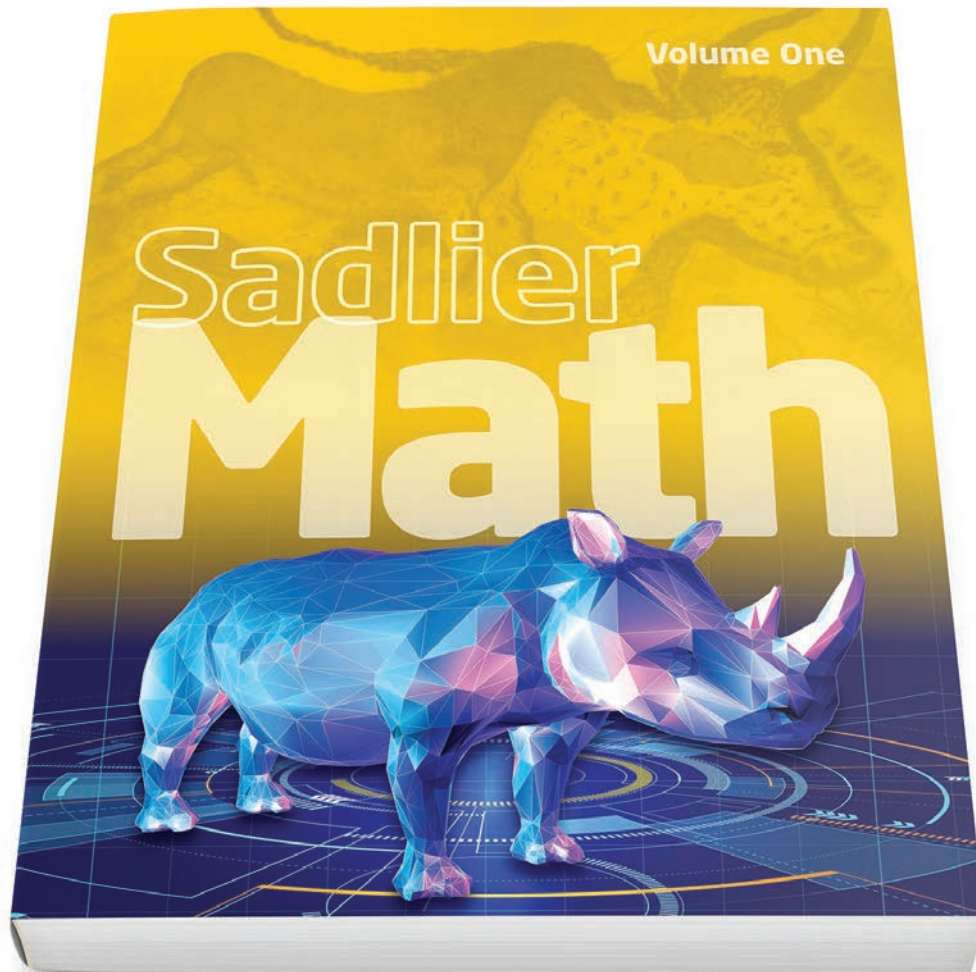


# *Sadlier Math™*

Correlation to the South Carolina College- and Career-Ready Standards for Mathematics

Grade K



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## NUMBER SENSE

### Kindergarten Content Standards

### Sadlier Math, Grade K

**The student will:**

**K.NS.1** Count forward by ones and tens to 100.

**Chapter 16 Numbers to 100**

- 16-1 Count to 50 by Ones—pp. 585-588
- 16-2 Count Forward to 50—pp. 589-592
- 16-3 Count to 100 by Ones—pp. 595-598
- 16-4 Count Forward to 100—pp. 599-602
- 16-5 Count by Tens—pp. 603-606
- 16-6 Problem Solving: Make a Table—pp. 607-612

**K.NS.2** Count forward by ones beginning from any number less than 100.

**Chapter 16 Numbers to 100**

- 16-3 Count to 100 by Ones—pp. 595-598
- 16-4 Count Forward to 100—pp. 599-602
- 16-5 Count by Tens—pp. 603-606
- 16-6 Problem Solving: Make a Table—pp. 607-612

**K.NS.3** Read numbers from 0 - 20 and represent a number of objects 0 - 20 with a written numeral.

**Chapter 2 Count and Write Numbers 0 to 5**

- 2-4 Count and Write 1 and 2—pp. 51-54
- 2-5 Count and Write 3 and 4—pp. 55-58
- 2-6 Count and Write 0 and 5—pp. 59-62
- 2-7 Problem Solving: Use a Map—pp. 63-68

**Chapter 3 Count and Compare Numbers 0 to 5**

- 3-1 Count to Tell How Many—pp. 75-78

**Chapter 4 Count and Write Numbers 6 to 10**

- 4-1 Count and Write 6 and 7—pp. 117-120
- 4-2 Count and Write 8 and 9—pp. 121-124
- 4-3 Count and Write 10—pp. 127-130
- 4-5 Problem Solving: Read and Understand—pp. 135-140

**Chapter 12 Count, Write, and Order Numbers 11 to 20**

- 12-1 Count and Write 11 and 12—pp. 429-432
- 12-4 Count and write 13 and 14—pp. 441-444
- 12-5 Count and Write 15—pp. 447-450
- 12-6 Count and Write 16 and 17—pp. 451-454
- 12-7 Count and Write 18 and 19—pp. 455-458
- 12-8 Count and Write 20—pp. 459-462

**NUMBER SENSE**

Kindergarten Content Standards	Sadlier Math, Grade K
<p><b>K.NS.4</b> Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p>	
<p>a. the last number said tells the number of objects in the set (cardinality);</p>	<p><b>Chapter 2 Count and Write Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 2-4 Count and Write 1 and 2—pp. 51-54</li> <li>• 2-5 Count and Write 3 and 4—pp. 55-58</li> <li>• 2-6 Count and Write 0 and 5—pp. 59-62</li> </ul> <p><b>Chapter 3 Count and Compare Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 3-1 Count to Tell How Many—pp. 75-78</li> <li>• 3-8 Problem Solving: Use Tools—pp. 105-110</li> </ul> <p><b>Chapter 4 Count and Write Numbers 6 to 10</b></p> <ul style="list-style-type: none"> <li>• 4-1 Count and Write 6 and 7—pp. 117-120</li> <li>• 4-2 Count and Write 8 and 9—pp. 121-124</li> <li>• 4-3 Count and Write 10—pp. 127-130</li> <li>• 4-4 Order Numbers to 10—pp. 131-134</li> </ul> <p><b>Chapter 5 Count and Compare Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 5-1 Count Numbers to 10—pp. 147-150</li> <li>• 5-5 Tally Charts—pp. 165-168</li> <li>• 5-6 Sort and Count—pp. 169-172</li> </ul> <p><b>Chapter 12 Count, Write, and Order Numbers 11 to 20</b></p> <ul style="list-style-type: none"> <li>• 12-1 Count and Write 11 and 12—pp. 429-432</li> <li>• 12-4 Count and write 13 and 14—pp. 441-444</li> <li>• 12-5 Count and Write 15—pp. 447-450</li> <li>• 12-6 Count and Write 16 and 17—pp. 451-454</li> <li>• 12-7 Count and Write 18 and 19—pp. 455-458</li> <li>• 12-8 Count and Write 20—pp. 459-462</li> </ul> <p><b>Chapter 15 Count, Write, and Order Numbers to 31</b></p> <ul style="list-style-type: none"> <li>• 15-1 Count and Write 21 to 24—pp. 555-558</li> <li>• 15-2 Count and Write 25 to 28—pp. 559-562</li> <li>• 15-3 Count and Write 29 to 31—pp. 565-568</li> </ul>
<p>b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</p>	<p><b>Chapter 2 Count and Write Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 2-4 Count and Write 1 and 2—pp. 51-54</li> <li>• 2-5 Count and Write 3 and 4—pp. 55-58</li> <li>• 2-6 Count and Write 0 and 5—pp. 59-62</li> </ul> <p><b>Chapter 3 Count and Compare Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 3-1 Count to Tell How Many—pp. 75-78</li> <li>• 3-8 Problem Solving: Use Tools—pp. 105-110</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**NUMBER SENSE**

Kindergarten Content Standards	Sadlier Math, Grade K
<p>c. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</p>	<p><b>Chapter 2 Count and Write Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 2-4 Count and Write 1 and 2—pp. 51-54</li> <li>• 2-5 Count and Write 3 and 4—pp. 55-58</li> <li>• 2-6 Count and Write 0 and 5—pp. 59-62</li> </ul> <p><b>Chapter 3 Count and Compare Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 3-1 Count to Tell How Many—pp. 75-78</li> <li>• 3-8 Problem Solving: Use Tools—pp. 105-110</li> </ul> <p><b>Chapter 4 Count and Write Numbers 6 to 10</b></p> <ul style="list-style-type: none"> <li>• 4-1 Count and Write 6 and 7—pp. 117-120</li> <li>• 4-2 Count and Write 8 and 9—pp. 121-124</li> <li>• 4-3 Count and Write 10—pp. 127-130</li> <li>• 4-4 Order Numbers to 10—pp. 131-134</li> </ul> <p><b>Chapter 5 Count and Compare Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 5-1 Count Numbers to 10—pp. 147-150</li> <li>• 5-5 Tally Charts—pp. 165-168</li> <li>• 5-6 Sort and Count—pp. 169-172</li> </ul> <p><b>Chapter 12 Count, Write, and Order Numbers 11 to 20</b></p> <ul style="list-style-type: none"> <li>• 12-1 Count and Write 11 and 12—pp. 429-432</li> <li>• 12-4 Count and write 13 and 14—pp. 441-444</li> <li>• 12-5 Count and Write 15—pp. 447-450</li> <li>• 12-6 Count and Write 16 and 17—pp. 451-454</li> <li>• 12-7 Count and Write 18 and 19—pp. 455-458</li> <li>• 12-8 Count and Write 20—pp. 459-462</li> </ul> <p><b>Chapter 15 Count, Write, and Order Numbers to 31</b></p> <ul style="list-style-type: none"> <li>• 15-1 Count and Write 21 to 24—pp. 555-558</li> <li>• 15-2 Count and Write 25 to 28—pp. 559-562</li> <li>• 15-3 Count and Write 29 to 31—pp. 565-568</li> </ul>
<p>d. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</p>	<p><b>Chapter 3 Count and Compare Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 3-2 Order Numbers to 5—pp. 79-82</li> </ul> <p><b>Chapter 4 Count and Write Numbers 6 to 10</b></p> <ul style="list-style-type: none"> <li>• 4-4 Order Numbers to 10—pp. 131-134</li> </ul> <p><b>Chapter 5 Count and Compare Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 5-1 Count Numbers to 10—pp. 147-150</li> <li>• 5-2 Count Forward and Count Back—pp. 151-154</li> </ul> <p><b>Chapter 12 Count, Write, and Order Numbers 11 to 20</b></p> <ul style="list-style-type: none"> <li>• 12-3 Order Numbers to 12—pp. 437-440</li> <li>• 12-9 Order Numbers to 20—pp. 463-466</li> </ul> <p><b>Chapter 15 Count, Write, and Order Numbers to 31</b></p> <ul style="list-style-type: none"> <li>• 15-4 Order Numbers to 31—pp. 569-572</li> </ul>

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## NUMBER SENSE

Kindergarten Content Standards	Sadlier Math, Grade K
<p><b>K.NS.5</b> Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.</p>	<p><b>Chapter 3 Count and Compare Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 3-1 Count to Tell How Many—pp. 75–78</li> </ul> <p><b>Chapter 4 Count and Write Numbers 6 to 10</b></p> <ul style="list-style-type: none"> <li>• 4-4 Order Numbers to 10—pp. 131–134</li> <li>• 4-5 Problem Solving: Read and Understand—pp. 135–140</li> </ul> <p><b>Chapter 12 Count, Write, and Order Numbers 11 to 20</b></p> <ul style="list-style-type: none"> <li>• 12-2 Compare Numbers up to 12—pp. 433–436</li> <li>• 12-3 Order Numbers to 12—pp. 437–440</li> <li>• 12-10 Problem Solving: Use a Model—pp. 467–472</li> </ul> <p><b>Chapter 13 Make and Break Apart Numbers 11 to 19</b></p> <ul style="list-style-type: none"> <li>• 13-6 Problem Solving: Making a Drawing—pp. 501–506</li> </ul>
<p><b>K.NS.6</b> Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</p>	<p><b>Chapter 2 Count and Write Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 2-4 Count and Write 1 and 2—pp. 51–54</li> <li>• 2-5 Count and Write 3 and 4—pp. 55–58</li> <li>• 2-6 Count and Write 0 and 5—pp. 59–62</li> </ul> <p><b>Chapter 4 Count and Write Numbers 6 to 10</b></p> <ul style="list-style-type: none"> <li>• 4-1 Count and Write 6 and 7—pp. 117–120</li> <li>• 4-2 Count and Write 8 and 9—pp. 121–124</li> <li>• 4-3 Count and Write 10—pp. 127–130</li> </ul>
<p><b>K.NS.7</b> Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.</p>	<p><b>Chapter 2 Count and Write Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 2-1 As Many As—pp. 37–40</li> <li>• 2-2 Fewest, Most—pp. 41–44</li> <li>• 2-3 Make Equal Groups—pp. 45–48</li> </ul> <p><b>Chapter 12 Count, Write, and Order Numbers 11 to 20</b></p> <ul style="list-style-type: none"> <li>• 12-2 Compare Numbers up to 12—pp. 433–436</li> <li>• 12-3 Order Numbers to 12—pp. 437–440</li> </ul>
<p><b>K.NS.8</b> Compare two written numerals up to 10 using <i>more than</i>, <i>less than</i> or <i>equal to</i>.</p>	<p><b>Chapter 3 Count and Compare Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 3-2 Order Numbers to 5—pp. 79–82</li> <li>• 3-3 Equal Numbers—pp. 85–88</li> <li>• 3-4 Greater Than—pp. 89–92</li> <li>• 3-5 Less Than—pp. 93–96</li> <li>• 3-6 Compare Numbers up to 5—pp. 97–100</li> </ul>

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## NUMBER SENSE

Kindergarten Content Standards	Sadlier Math, Grade K
<b>K.NS.9</b> Identify first through fifth and last positions in a line of objects.	<b>Chapter 3 Count and Compare Numbers 0 to 5</b> <ul style="list-style-type: none"> <li>• 3-7 Ordinals: First to Fifth—pp. 101-104</li> </ul> Extension <b>Chapter 5 Count and Compare Numbers 0 to 10</b> <ul style="list-style-type: none"> <li>• 5-7 Ordinals: First to Tenth—pp. 173-176</li> </ul>

## NUMBER SENSE AND BASE TEN

Kindergarten Content Standards	Sadlier Math, Grade K
<b>The student will:</b>	
<b>K.NSBT.1</b> Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	<b>Chapter 13 Make and Break Apart Numbers 11 to 19</b> <ul style="list-style-type: none"> <li>• 13-1 Make and Break Apart 11 and 12—pp. 479-482</li> <li>• 13-2 Make and Break Apart 13 and 14—pp. 483-486</li> <li>• 13-3 Make and Break Apart 15—pp. 487-490</li> <li>• 13-4 Make and Break Apart 16 and 17—pp. 493-496</li> <li>• 13-5 Make and Break Apart 18 and 19—pp. 497-500</li> <li>• 13-6 Problem Solving: Making a Drawing—pp. 501-506</li> </ul>

## ALGEBRAIC THINKING AND OPERATIONS

Kindergarten Content Standards	Sadlier Math, Grade K
<b>The student will:</b>	
<b>K.ATO.1</b> Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	<b>Chapter 10 Addition Within 10</b> <ul style="list-style-type: none"> <li>• 10-1 Add To—pp. 337-340</li> <li>• 10-2 Put Together—pp. 341-344</li> <li>• 10-3 Add 1—pp. 345-348</li> <li>• 10-4 Add 2—pp. 349-352</li> <li>• 10-5 Add 3—pp. 353-356</li> <li>• 10-6 Add 4—pp. 357-360</li> <li>• 10-8 Use Ten-Frames to Add—pp. 367-370</li> <li>• 10-9 Problem Solving: Use a Model—pp. 371-376</li> </ul> <b>Chapter 11 Subtraction Within 10</b> <ul style="list-style-type: none"> <li>• 11-1 Take Away—pp. 383-386</li> <li>• 11-2 Take Apart—pp. 387-390</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## ALGEBRAIC THINKING AND OPERATIONS

Kindergarten Content Standards	Sadlier Math, Grade K
	<ul style="list-style-type: none"> <li>• 11-3 Subtract 1—pp. 391-394</li> <li>• 11-4 Subtract 2—pp. 395-398</li> <li>• 11-5 Subtract 3—pp. 399-402</li> <li>• 11-6 Subtract 4—pp. 403-406</li> <li>• 11-8 Use Ten-Frames to Subtract—pp. 413-416</li> <li>• 11-9 Problem Solving: Use a Number Sentence—pp. 417-422</li> </ul>
<p><b>K.ATO.2</b> Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.</p>	<p><b>Chapter 10 Addition Within 10</b></p> <ul style="list-style-type: none"> <li>• 10-1 Add To—pp. 337-340</li> <li>• 10-2 Put Together—pp. 341-344</li> <li>• 10-3 Add 1—pp. 345-348</li> <li>• 10-4 Add 2—pp. 349-352</li> <li>• 10-5 Add 3—pp. 353-356</li> <li>• 10-6 Add 4—pp. 357-360</li> <li>• 10-7 Addition Patterns—pp. 363-366</li> <li>• 10-8 Use Ten-Frames to Add—pp. 367-370</li> <li>• 10-9 Problem Solving: Use a Model—pp. 371-376</li> </ul> <p><b>Chapter 11 Subtraction Within 10</b></p> <ul style="list-style-type: none"> <li>• 11-1 Take Away—pp. 383-386</li> <li>• 11-2 Take Apart—pp. 387-390</li> <li>• 11-3 Subtract 1—pp. 391-394</li> <li>• 11-4 Subtract 2—pp. 395-398</li> <li>• 11-5 Subtract 3—pp. 399-402</li> <li>• 11-6 Subtract 4—pp. 403-406</li> <li>• 11-7 Subtraction Patterns—pp. 409-412</li> <li>• 11-8 Use Ten-Frames to Subtract—pp. 413-416</li> <li>• 11-9 Problem Solving: Use a Number Sentence—pp. 417-422</li> </ul>
<p><b>K.ATO.3</b> Compose and decompose numbers up to 10 using objects, drawings, and equations.</p>	<p><b>Chapter 9 Break Apart Numbers 10 or Less</b></p> <ul style="list-style-type: none"> <li>• 9-1 Break Apart 2,3,4,and 5—pp. 307-310</li> <li>• 9-2 Break Apart 6 and 7—pp. 311-314</li> <li>• 9-3 Break Apart 8 and 9—pp. 317-320</li> <li>• 9-4 Break Apart 10—pp. 321-324</li> <li>• 9-5 Problem Solving: Use Drawings to Solve Problems—pp. 325-330</li> </ul>
<p><b>K.ATO.4</b> Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.</p>	<p><b>Chapter 10 Addition Within 10</b></p> <ul style="list-style-type: none"> <li>• 10-8 Use Ten-Frames to Add—pp. 367-370</li> </ul>
<p><b>K.ATO.5</b> Add and subtract fluently within 5.</p>	<p><b>Chapter 10 Addition Within 10</b></p> <ul style="list-style-type: none"> <li>• 10-1 Add To—pp. 337-340</li> <li>• 10-2 Put Together—pp. 341-344</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## ALGEBRAIC THINKING AND OPERATIONS

Kindergarten Content Standards	Sadlier Math, Grade K
	<ul style="list-style-type: none"> <li>• 10-3 Add 1—pp. 345–348</li> <li>• 10-4 Add 2—pp. 349–352</li> <li>• 10-5 Add 3—pp. 353–356</li> <li>• 10-6 Add 4—pp. 357–360</li> </ul> <p><b>Chapter 11 Subtraction Within 10</b></p> <ul style="list-style-type: none"> <li>• 11-1 Take Away—pp. 383–386</li> <li>• 11-2 Take Apart—pp. 387–390</li> <li>• 11-3 Subtract 1—pp. 391–394</li> <li>• 11-4 Subtract 2—pp. 395–398</li> <li>• 11-5 Subtract 3—pp. 399–402</li> <li>• 11-6 Subtract 4—pp. 403–406</li> </ul>
<p><b>K.ATO.6</b> Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.</p>	<p><b>Chapter 6 Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 6-6 Shape Patterns—pp. 211–214</li> <li>• 6-7 Make Patterns—pp. 215–218</li> <li>• 6-9 Problem Solving: Find a Pattern—pp. 223–228</li> </ul> <p><b>Chapter 10 Addition Within 10</b></p> <ul style="list-style-type: none"> <li>• 10-7 Addition Patterns—pp. 363–366</li> </ul> <p><b>Chapter 11 Subtraction Within 10</b></p> <ul style="list-style-type: none"> <li>• 11-7 Subtraction Patterns—pp. 409–412</li> </ul>

## GEOMETRY

Kindergarten Content Standards	Sadlier Math, Grade K
<p><b>The student will:</b></p>	
<p><b>K.G.1</b> Describe positions of objects by appropriately using terms, including <i>below, above, beside, between, inside, outside, in front of, or behind</i>.</p>	<p><b>Chapter 8 Position and Location</b></p> <ul style="list-style-type: none"> <li>• 8-1 Above, Below—pp. 269–272</li> <li>• 8-2 Top, Middle, Bottom—pp. 273–276</li> <li>• 8-3 Over, On, Under—pp. 277–280</li> <li>• 8-4 Inside, Outside, Beside—pp. 283–286</li> <li>• 8-5 In Front of, Behind, Next to—pp. 287–290</li> <li>• 8-6 Left, Right, Between—pp. 291–294</li> <li>• 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295–300</li> </ul>

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## GEOMETRY

Kindergarten Content Standards	Sadlier Math, Grade K
<p><b>K.G.2</b> Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<p><b>Chapter 6 Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 6-1 Triangles—pp. 189-192</li> <li>• 6-2 Squares and Rectangles—pp. 193-196</li> <li>• 6-3 Circles—pp. 197-200</li> <li>• 6-4 Hexagons—pp. 203-206</li> <li>• 6-6 Shape Patterns—pp. 211-214</li> <li>• 6-7 Make Patterns—pp. 215-218</li> <li>• 6-8 Make Shapes from Other Shapes—pp. 219-222</li> <li>• 6-9 Problem Solving: Find a Pattern—pp. 223-228</li> </ul> <p><b>Chapter 7 Three-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 7-1 Cylinders, Cones and Spheres—pp. 235-238</li> <li>• 7-2 Cubes and Rectangular Prisms—pp. 239-242</li> <li>• 7-4 Model Three-Dimensional Shapes—pp. 249-252</li> <li>• 7-6 Problem Solving: Make a Drawing—pp. 257-262</li> </ul>
<p><b>K.G.3</b> Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.</p>	<p><b>Chapter 7 Three-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253-256</li> </ul>
<p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.</p>	<p><b>Chapter 6 Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 6-5 Compare Two-Dimensional Shapes—pp. 207-210</li> </ul> <p><b>Chapter 7 Three-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 7-3 Compare Three-Dimensional Shapes—pp. 245-248</li> </ul>
<p><b>K.G.5</b> Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<p><b>Chapter 6 Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 6-8 Make Shapes from Other Shapes—pp. 219-222</li> </ul> <p><b>Chapter 7 Three-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>• 7-4 Model Three-Dimensional Shapes—pp. 249-252</li> <li>• 7-6 Problem Solving: Make a Drawing—pp. 257-262</li> </ul>

## MEASUREMENT AND DATA ANALYSIS

Kindergarten Content Standards	Sadlier Math, Grade K
<p><b>The student will:</b></p>	
<p><b>K.MDA.1</b> Identify measurable attributes (length, weight) of an object.</p>	<p><b>Chapter 14 Measurement</b></p> <ul style="list-style-type: none"> <li>• 14-1 Describe and Compare by Size—pp. 513-516</li> <li>• 14-2 Describe and Compare by Length—pp. 517-520</li> <li>• 14-3 Order by Length—pp. 521-524</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**MEASUREMENT AND DATA ANALYSIS**

Kindergarten Content Standards	Sadlier Math, Grade K
	<ul style="list-style-type: none"> <li>• 14-4 Describe and Compare by Height—pp. 525–528</li> <li>• 14-5 Describe and Compare by Weight—pp. 531–534</li> <li>• 14-6 Describe and Compare by More Than One Attribute—pp. 535–538</li> <li>• 14-8 Problem Solving: Make a Table—pp. 543–548</li> </ul>
<p><b>K.MDA.2</b> Compare objects using words such as <i>shorter/longer, shorter/taller, and lighter/heavier</i>.</p>	<p><b>Chapter 14 Measurement</b></p> <ul style="list-style-type: none"> <li>• 14-1 Describe and Compare by Size—pp. 513–516</li> <li>• 14-2 Describe and Compare by Length—pp. 517–520</li> <li>• 14-3 Order by Length—pp. 521–524</li> <li>• 14-4 Describe and Compare by Height—pp. 525–528</li> <li>• 14-5 Describe and Compare by Weight—pp. 531–534</li> <li>• 14-6 Describe and Compare by More Than One Attribute—pp. 535–538</li> <li>• 14-7 Describe Temperature (compare hot/cold)—pp. 539–542</li> <li>• 14-8 Problem Solving: Make a Table (compare)—pp. 543–548</li> </ul>
<p><b>K.MDA.3</b> Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.</p>	<p><b>Chapter 1 Sorting</b></p> <ul style="list-style-type: none"> <li>• 1-1 Alike or Same—pp. 3–6</li> <li>• 1-2 Different—pp. 7–10</li> <li>• 1-3 Sort by Color—pp. 11–14</li> <li>• 1-4 Sort by Shape—pp. 17–20</li> <li>• 1-5 Sort by Size—pp. 21–24</li> <li>• 1-6 Problem Solving: The Four-Step Process (sort/classify)—pp. 25–30</li> </ul> <p><b>Chapter 5 Count and Compare Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 5-4 Tally Marks—pp. 161–164</li> <li>• 5-5 Tally Charts—pp. 165–168</li> <li>• 5-6 Sort and Count—pp. 169–172</li> </ul>
<p><b>K.MDA.4</b> Represent data using object and picture graphs and draw conclusions from the graphs.</p>	<p><b>Chapter 5 Count and Compare Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 5-4 Tally Marks—pp. 161–164</li> <li>• 5-5 Tally Charts—pp. 165–168</li> </ul> <p>See also Grade 1</p> <p><b>Chapter 10 Data and Graphical Displays</b></p> <ul style="list-style-type: none"> <li>• 10-1 Read Tally Charts—pp. 377–380</li> <li>• 10-2 Make Tally Charts—pp. 381–384</li> <li>• 10-3 Read Picture Graphs—pp. 387–390</li> <li>• 10-4 Make Picture Graphs—pp. 391–394</li> <li>• 10-5 Problem Solving: Use a Model—pp. 395–400</li> </ul>

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