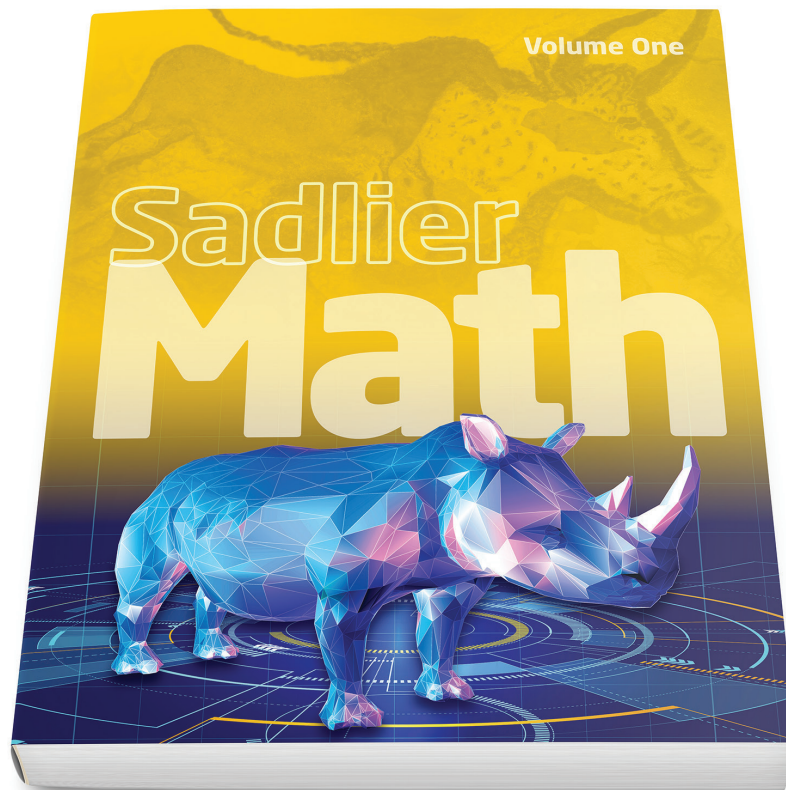


Sadlier Math™

Correlation to the Mathematics Standards
for the Archdiocese of Detroit

Grade K



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COUNTING AND CARDINALITY	
Kindergarten Content Standards	Sadlier Math, Kindergarten
Know number names and the count sequence.	
K.CC.A.1 Count to 100 by ones, twos, fives, and by tens.	Chapter 16: 16-1 through 16-6 See also Grade 1 Chapter 6: 6-9
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Chapter 16: 16-3 through 16-6
K.CC.A.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).	Chapter 2: 2-4 through 2-7 Chapter 3: 3-1 Chapter 4: 4-1 through 4-3, 4-5 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-5 Chapter 16: 16-6
K.CC.A.4 Count objects in sets up to 30.	Chapter 2: 2-4 through 2-7 Chapter 3: 3-1 Chapter 4: 4-1 through 4-3, 4-5 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-5
Count to tell the number of objects.	
K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality.	
K.CC.B.5a 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.	Chapter 2: 2-4 through 2-7 Chapter 4: 4-1, 4-2 & 4-5 Chapter 12: 12-1, 12-4 through 12-7
K.CC.B.5b 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.	Chapter 2: 2-4 through 2-6 Chapter 3: 3-1 & 3-8 Chapter 4: 4-1 through 4-4 Chapter 5: 5-1, 5-5 & 5-6 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-3

COUNTING AND CARDINALITY	
Kindergarten Content Standards	Sadlier Math, Kindergarten
K.CC.B.5c Understand that each successive number name refers to a quantity that is one larger.	Chapter 3: 3-2 Chapter 4: 4-4 Chapter 5: 5-1 & 5-2 Chapter 12: 12-3 & 12-9 Chapter 15: 15-4
K.CC.B.6 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.	Chapter 2: 2-4 through 2-6 Chapter 3: 3-1 & 3-8 Chapter 4: 4-1 through 4-3, 4-5 Chapter 5: 5-1, 5-4 through 5-6 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-3 Chapter 18: 18-2 & 18-4
K.CC.B.7 Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as “same number,” “more than,” “less than”.	Chapter 2: 2-1 through 2-3 Chapter 3: 3-3 through 3-5 Chapter 12: 12-2 Related content Chapter 15: 15-3
K.CC.B.8 Read and write numbers to 30 and connect them to the quantities they represent.	Chapter 2: 2-4 through 2-7 Chapter 3: 3-1 Chapter 4: 4-1 through 4-3, 4-5 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-5
Compare numbers.	
K.CC.C.9 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.	Chapter 2: 2-1 through 2-3 Chapter 3: 3-3 through 3-5, 3-8 Chapter 4: 4-5 Chapter 5: 5-8
K.CC.C.10 Compare two numbers between 1 and 30 presented as written numerals.	Chapter 3: 3-6 & 3-8 Chapter 4: 4-5 Chapter 5: 5-3 & 5-8 Chapter 12: 12-2 & 12-10 Related content Chapter 15: 15-4

OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
Understand addition, and understand subtraction.	
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Chapter 10: 10-1 through 10-6, 10-8 Chapter 11: 11-1 through 11-6, 11-8
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Chapter 10: 10-1 through 10-6, 10-8 & 10-9 Chapter 11: 11-1 through 11-6, 11-8 & 11-9
K.OA.A.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 $5 = 4 + 1$).	Chapter 9: 9-1 through 9-4
K.OA.A.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.	Chapter 10: 10-8 Chapter 11: 11-8
K.OA.A.5 Fluently add and subtract within 10 by using objects or drawings, and record the answer with a drawing or equation. Add on	Chapter 10: 10-1 through 10-9 Chapter 11: 11-1 through 11-9
K.OA.A.6 Record mathematical thinking by writing simple addition and subtraction sentences.	Chapter 10: 10-3 through 10-9 Chapter 11: 11-3 through 11-9
K.OA.A.7 Create, describe and extend simple number patterns.	Chapter 10: 10-7 Chapter 11: 11-7 Chapter 16: 16-1 through 16-5

NUMBER AND OPERATIONS IN BASE TEN

Kindergarten Content Standards	Sadlier Math, Kindergarten
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.A.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.	Chapter 13: 13-1 through 13-6
K.NBT.A.2 Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones.	Chapter 15: 15-1 through 15-3

MEASUREMENT AND DATA

Kindergarten Content Standards	Sadlier Math, Kindergarten
Describe and compare measurable attributes.	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Chapter 14: 14-1 through 14-6, 14-8
K.MD.A.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>	Chapter 14: 14-1 through 14-8
K.MD.A.3 Compare two or more objects by length and weight.	Chapter 14: 14-2, 14-3 & 14-5

MEASUREMENT AND DATA	
Kindergarten Content Standards	Sadlier Math, Kindergarten
Classify objects and count the number of objects in each category.	
K.MD.B.4 Classify objects into given categories; count the numbers of objects in each category	Chapter 1: 1-1 through 1-6 Chapter 5: 5-4 through 5-6
Explore concepts of time.	
K.MD.C.5 Know and use the common words for the parts of the day (morning, afternoon, evening) and relative time (yesterday, today, tomorrow).	See Grade 1 related content Chapter 15: 15-4 (day, night) See Grade 2 related content Chapter 12: 12-11 (a.m., p.m.)
K.MD.C.6 Identify tools that measure time (clocks and calendars).	Chapter 17: 17-2 & 17-4
K.MD.C.7 Identify landmark times to the nearest hour and half hour.	Chapter 17: 17-4 See also Grade 1 Chapter 15: 15-1 & 15-2 (half hour)
Work with unit fractions.	
K.MD.D.8 Recognize and understand difference between half and whole objects.	See Grade 1 Chapter 14: 14-1 & 14-2
K.MD.D.9 Recognize that 2 halves make up a whole.	See Grade 1 Chapter 14: 14-2
Work with money.	
K.MD.E.10 Identify different denominations of coins and dollar bill.	Chapter 18: 18-1 & 18-3 See also Grade 1 Chapter 16: 16-1, 16-2 & 16-5
Work pictographs.	
K.MD.F.12 Collect and organize data to use in a pictograph.	Chapter 5: 5-4 & 5-5 (tallies) See Grade 1 Chapter 10: 10-1 through 10-4 (picture graphs)

MEASUREMENT AND DATA

Kindergarten Content Standards	Sadlier Math, Kindergarten
K.MD.F.13 Read and interpret pictograph.	See Grade 1 Chapter 10: 10-3
K.MD.F.14 Make graph of given data using both vertical and horizontal form of graph; scale should be in units of one and include symbolic representations.	See Grade 1 Chapter 10: 10-4 See Grade 2 Chapter 11: 11-2, 11-4 & 11-6

GEOMETRY

Kindergarten Content Standards	Sadlier Math, Kindergarten
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Identify and describe shapes.

K.G.A.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,</i> and <i>next to</i> .	Chapter 8: 8-1 through 8-7
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	Chapter 6: 6-1 through 6-4, 6-6 through 6-9 Chapter 7: 7-1, 7-2 & 7-6 Chapter 8: 8-1 through 8-7
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Chapter 6: 6-5 Chapter 7: 7-3 & 7-5

Analyze, compare, create, and compose shapes.

K.G.B.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).	Chapter 1: 1-4 & 1-6 Chapter 5: 5-6 Chapter 6: 6-1 through 6-9 Chapter 7: 7-1 through 7-6 Chapter 8: 8-1 through 8-7
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GEOMETRY	
Kindergarten Content Standards	Sadlier Math, Kindergarten
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Chapter 7: 7-4 & 7-6
K.G.B.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>	Chapter 6: 6-8 Chapter 7: 7-4 & 7-6
K.G.B.7 Create, describe and extend simple geometric patterns.	Chapter 6: 6-6, 6-7 & 6-9