Publisher/Developer:

Program Title:

Components:

Approved by the State Board of Education January 18, 2024

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# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-2) Standards Map Template Kindergarten

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major conceptual ideas in the program** | **How do the program’s major conceptual ideas map to the framework’s Big Ideas?** | **How are standards covered under the major conceptual ideas?** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
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Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them. |  |  |  |  |
| MP.2 | Reason abstractly and quantitatively. |  |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. |  |  |  |  |
| MP.4 | Model with mathematics. |  |  |  |  |
| MP.5 | Use appropriate tools strategically. |  |  |  |  |
| MP.6 | Attend to precision. |  |  |  |  |
| MP.7 | Look for and make use of structure. |  |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. |  |  |  |  |

## Grade-level Content Standards

### Domain: Counting and Cardinality

#### Cluster: Know number names and the count sequence.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.CC.1 | Count to 100 by ones and by tens. |  |  |  |  |
| K.CC.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). |  |  |  |  |
| 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). |  |  |  |  |

#### Cluster: Count to tell the number of objects.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.CC.4a. | Understand the relationship between numbers and quantities; connect counting to cardinality. 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. |  |  |  |  |
| K.CC.4b | Understand the relationship between numbers and quantities; connect counting to cardinality. 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. |  |  |  |  |
| K.CC.4c | Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger. |  |  |  |  |
| 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. |  |  |  |  |

#### Cluster: Compare numbers.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |
| K.CC.7 | Compare two numbers between 1 and 10 presented as written numerals. |  |  |  |  |

### Domain: Operations and Algebraic Thinking

#### Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.OA.1 | Represent addition and subtraction with objects, fingers, mental images, drawings[[2]](#footnote-3), sounds, acting out situations, verbal explanations, expressions, or equations. |  |  |  |  |
| K.OA.2 | Solve addition and subtraction word problems, and add and subtract within 10. |  |  |  |  |
| K.OA.3 | Decompose numbers less than or equal to 10 into pairs in more than one way. |  |  |  |  |
| K.OA.4 | For any number from 1 to 9, find the number that makes 10 when added to the given number. |  |  |  |  |
| K.OA.5 | Fluently add and subtract within 5. |  |  |  |  |

### Domain: Number and Operations in Base Ten

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

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.NBT.1 | Compose and decompose numbers from 11 to 19 into ten ones and some further ones; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |  |  |  |  |

### Domain: Measurement and Data

#### Cluster: Describe and compare measurable attributes.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.MD.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. |  |  |  |  |
| 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. |  |  |  |  |

#### Cluster: Classify objects and count the number of objects in each category.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.MD.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[[3]](#footnote-4) |  |  |  |  |

### Domain: Geometry

#### Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| K.G.1 | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. |  |  |  |  |
| K.G.2 | Correctly name shapes regardless of their orientations or overall size. |  |  |  |  |
| K.G.3 | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). |  |  |  |  |

#### Cluster: Analyze, compare, create, and compose shapes.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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 and other attributes. |  |  |  |  |
| K.G.5 | Model shapes in the world by building shapes from components. |  |  |  |  |
| K.G.6 | Compose simple shapes to form larger shapes. |  |  |  |  |

## Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)

California Department of Education, October 2024

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-2)
2. Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards). [↑](#footnote-ref-3)
3. Limit category counts to be less than or equal to 10. [↑](#footnote-ref-4)