

**CORRELATIONS  
COMMON CORE STATE STANDARDS (CCSS) FOR MATHEMATICS  
SERIES YABISÍ (SANTILLANA) – KINDERGARTEN**

<b>CCSS</b>	<b>Teacher's Guide</b>	<b>Student Edition</b>	<b>Student Workbook</b>
<b>Counting and Cardinality K.CC</b>			
<b>Know number names and the count sequence.</b>			
1. Count to 100 by ones and by tens.	32-34, 38-40, 42-43, 46-49, 51, 53-55, 62-70, 72-73, 75-76, 78-79, 83-84, 92-94, 98-99, 102, 115, 119, 120-125, 136, 147-148, 159  (Note: Count to 30)	16-19, 22-24, 30-32, 35, 37. 39, 46-51, 53, 56-57, 59-60, 62-63, 67-69, 76, 78, 82, 84, 86, 104-109, 120, 131-132, 143  (Note: Count to 30)	16-19, 22, 24-25, 30, 32, 37, 53, 55-56, 62, 76, 95, 102-106, 130-131, 146-149  (Note: Count to 30)
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	55, 60-61, 70-71, 77, 92, 98, 100-101, 103, 107, 109	39, 44-45, 55, 61, 77, 84-85	44-45, 60, 76, 88
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).	32-34, 38-39, 42-43, 46-50, 51, 53, 61-62, 64-54, 68, 70, 72, 75-78, 80, 83, 85, 92, 94 98, 100, 105, 108, 151-152, 154-157, 159-165	16-19, 22-23, 26-27, 29-30, 32-34, 35, 37-45-46, 48-49, 52, 54-56, 59-62, 64, 67, 76, 78, 82, 84, 86, 89, 92, 132, 135-136, 138-141, 143-149	16-19, 22-23, 25, 27, 31, 33-35, 44-45, 47, 59, 52-53, 55, 57, 60-63, 68, 70-73, 75, 77, 81, 83, 85, 88-89, 91, 105, 134-135, 137-138, 140, 142, 144, 150-156
<b>Count to tell the number of objects.</b>			
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.	32-35, 38-40, 42-43, 46-51, 55, 62, 64, 69-73, 76-80, 82-83, 94, 98, 100, 106, 109, 124, 136-137, 154-155, 156-157	16-19, 22-23, 26-27, 30-35, 39, 46, 48, 53, 55-56, 60-64, 66-67, 78, 82-84, 90, 120-121, 131, 138-139	16-19, 22, 24-25, 27, 30, 33, 53, 55, 84, 90, 138-139

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<p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>			
<p>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.</p>	<p>62-64, 68, 72, 7-80, 82-83, 88-90, 92, 94, 100, 106, 109, 128-, 154-157, 160, 162-164</p>	<p>46-48, 52, 56, 61-64, 66-67, 72-74, 76, 78, 84, 90-112, 138-141, 144, 146-148</p>	<p>52, 64-65, 68, 70-71, 73, 84, 110-111, 140-141</p>
<p><b>Compare numbers.</b></p>			
<p>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.</p>	<p>88-89, 90-91, 113, 126</p>	<p>72-75, 110</p>	<p>70-71, 108-109</p>
<p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>60-61, 88, 90</p>	<p>44-45, 72, 74</p>	<p>44-45, 70-74</p>

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<b>Operations and Algebraic Thinking K.OA</b>			
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>			
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	50-51, 53, 78, 80-81, 99, 110, 113, 130-131, 135, 155-157, 160-163, 165	34-35, 37, 94, 97, 114-115, 119, 139-141, 144-147	34-35, 92-93, 112-113, 142, 145, 150-157
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	80-81, 108, 110-111, 120, 132-133, 135, 145, 161	64-65, 116-117, 119, 129, 145	64-65, 114-115
3. Decompose numbers less than or equal to 10 into pairs in one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	156, 158	140, 142	142-143
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.	158	142	142
5. Fluently add and subtract within 5.	108, 122, 124	108	107, 142-143, 145

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<b>Number and Operations in Base Ten</b> <b>K.NBT</b>			
<b>Work with numbers 11-19 to gain foundations for place value.</b>			
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.	78, 99, 101, 124, 157, 159	83, 141, 143	145
<b>Measurement and Data</b> <b>K.MD</b>			
<b>Describe and compare measurable attributes.</b>			
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	36, 74, 96, 104, 129, 142-143, 144-146, 148-149, 150-151, 152-153	20, 37, 58, 80, 88, 113, 126-128, 130, 132-137	20-21, 78-79, 86-87, 124-129, 132-137
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>	36, 74, 96, 104, 142-144	20, 58, 80, 88, 126-128	20-21, 58-58, 78, 86-87, 124-127
<b>Classify objects and count the number of objects in each category.</b>			
3. Classify objects into given categories;	26-31, 34-35, 38-40, 42-44, 46, 48-	10, 12-15, 18-19, 22-24, 26-27, 30,	6-7, 10-15, 18, 22, 32, 63, 70-71,

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count the numbers of objects in each category and sort the categories by count.	52, 62-64, 67, 73-74, 82-83, 88-90, 95, 103, 107-108, 111-113, 126, 134, 161	32-36, 47, 49, 51, 66-67, 72-74, 91, 95-96, 118, 145	79, 82
<b>Geometry</b> <b>K.G</b>			
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)</b>			
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> .	44, 53, 56-59, 66-67, 86-87, 116-117, 138	28, 37, 40-43, 50-51, 70-71, 100, 122	28-29, 36-37, 40-43, 50-51, 66-67, 82, 116-117
2. Correctly name shapes regardless of their orientation or overall size.	27, 57, 71, 87, 117, 136-137, 165	11, 41, 71, 101, 120-121, 149	8-9, 38, 48, 68-69, 84-98, 100, 110, 152-153, 155, 159, 161
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	137, 139-141	123-125	118-123
<b>Analyze, compare, create, and compose shapes.</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).	27, 37, 57, 87, 97, 117-119, 127	11, 21, 41, 71, 81, 101-103, 111	8-9, 96-99
5. Model shapes in the world by building shapes from components (e.g., sticks and	27, 57	41	39

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class balls) and drawing shapes.			
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>	87, 118-119		98, 100
<b>Kindergarten Deleted Content</b>			
Identify ordinal positions through 31 <sup>st</sup> .	120-121	104-105	102-103
Analyze simple repeating and growing relationships to extend patterns.	97	81	161-173
Use the directional words <i>left</i> and <i>right</i> to describe movement.	59	43	42-43
Identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each.	154-159	138-143	138-149
Identify rulers, yardsticks, and tape measures as devices used to measure length; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.	142-143, 146-153	130-137, 126-127	128-137, 124-125