



# Yabisi

**SOUTH CAROLINA  
CORRELATIONS  
COMMON CORE STATE  
STANDARDS (CCSS) for  
MATHEMATICS**



# Yabisi

**SOUTH CAROLINA  
CORRELATIONS  
COMMON CORE STATE  
STANDARDS (CCSS) for**

**MATHEMATICS**

**Grade K**



**SOUTH CAROLINA CORRELATIONS  
COMMON CORE STATE STANDARDS (CCSS) FOR MATHEMATICS  
SERIES YABISI (SANTILLANA USA) – KINDER**

CCSS	Teacher's Guide	Student Edition	Student Workbook
<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	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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one object. 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. c. Understand that each successive number name refers to a quantity that is one larger.			
5. Count to answer “how many?” questions about as many as 20 thing 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.	62-64, 68, 72, 7-80, 82-83, 88-90, 92, 94, 100, 106, 109, 128-, 154-157, 160, 162-164	46-48, 52, 56, 61-64, 66-67, 72-74, 76, 78, 84, 90112, 138-141, 144, 146-148	52, 64-65, 68, 70-71, 73, 84, 110-111, 140-141
<b>Compare numbers.</b>			
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.	88-89, 90-91, 113, 126	72-75, 110	70-71, 108-109
7. Compare two numbers between 1 and 10 presented as written numerals.	60-61, 88, 90	44-45, 72, 74	44-45, 70-74



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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



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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 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 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</i>	36, 74, 96, 104, 142-144	20, 58, 80, 88, 126-128	20-21, 58-58, 78, 86-87, 124-127



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<i>taller/shorter.</i>			
<b>Classify objects and count the number of objects in each category.</b>			
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	26-31, 34-35, 38-40, 42-44, 46, 48-52, 62-64, 67, 73-74, 82-83, 88-90, 95, 103, 107-108, 111-113, 126, 134, 161	10, 12-15, 18-19, 22-24, 26-27, 30, 32-36, 47, 49, 51, 66-67, 72-74, 91, 95-96, 118, 145	6-7, 10-15, 18, 22, 32, 63, 70-71, 79, 82
<b>Geometry 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>			





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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 clay balls) and drawing shapes.	27, 57	41	39
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	142-143, 146-153	130-137, 126-127	128-137, 124-125



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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.			



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**Grade 1**



**SOUTH CAROLINA CORRELATIONS  
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<b>CCSS</b>	<b>Teacher's Guide</b>	<b>Student Edition</b>	<b>Student Workbook</b>	<b>Supplementary Material</b>
<b>Operations and Algebraic Thinking 1.OA</b>				
<b>Represent and solve problems involving addition and subtraction.</b>				
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	29, 42-43, 48-49, 50-53, 56-5, 61-62, 65, 69-71, 74, 79-81, 87, 99, 102, 07, 111-112, 122, 176-177	13, 26-27, 33-37, 40-41, 45-46, 53-55, 58, 63-65, 67, 83, 96, 91, 96, 106, 160-161	20-21, 41	<i>Juego y repaso: 14</i>
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	63, 116-118, 125, 126	47, 100-103, 109-110	40-41	<i>Juego y repaso: 9</i>
<b>Understand and apply properties of operations and the</b>				



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<b>relationship between addition and subtraction.</b>				
3. Apply properties of operations as strategies to add and subtract. <sup>3</sup> <i>Examples:</i> <i>If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.)</i> <i>To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i>	52, 55, 58, 62, 65, 88, 118-119, 123, 125	42, 46, 48, 72, 102-103, 107, 109	14, 24, 39	
4. Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i>	72-73, 75, 112-113	96-96	36	
<b>Add and subtract within 20.</b>				
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	28-30, 45, 50-51, 53-54, 58, 68, 70, 85, 88, 90-91, 101, 108-110, 112, 119, 127, 129, 190-191	13, 29, 34-35, 37-38, 42, 52, 54, 67, 72, 74-75, 85, 92-94, 96, 103, 111, 113, 174-175	12-13, 16-17, 21-23, 28, 40, 67	
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a	51, 53-55, 60, 65, 70, 76, 89, 98-99, 101, 110, 114-117, 119, 124-125	35, 37-39, 44, 49, 54, 60, 82-83, 85, 98-101, 103, 108-109	14-18, 20-23, 25, 33, 37-40	<i>Juego y repaso: 2-3, 5</i>



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number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).				
<b>Work with addition and subtraction equations.</b>				
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i>	50-51, 72-73, 82, 124	34-35, 56-57, 66, 108		
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \square - 3</math>, <math>6 + 6 = \square</math>.</i>	53, 55, 58-59, 64, 73, 84, 110-111, 177	37, 39, 42-43, 48, 57, 68, 94-95, 161	14-15, 17, 19, 36	<i>Juego y repaso: 6-7</i>



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<b>Number and Operations in Base Ten 1.NBT</b>				
<b>Extend the counting sequence.</b>				
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	24-35, 46, 48-49, 86-88, 92-94, 186-187  (Note: Count to 100)	8-19, 30, 32-33, 70-72, 76-78, 160-161, 170-171	6-11, 30-31, 64	<i>Juego y repaso: 11</i>
<b>Understand place value.</b>				
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	90, 124, 178-179-183, 185, 188-189, 198	108, 162-167, 169, 172-173, 182	60-63, 65-66, 69	<i>Juego y repaso: 7-8, 10</i>
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ ,	36 (one digit) 37 (one- and two-digit) 96-97, 194-195	20 (one digit) 21 (one- and two-digit) 80-81, 178-179	32, 69	



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and <.				
<b>Use place value understanding and properties of operations to add and subtract.</b>				
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	180-185, 192-193	164-169, 176-177	62, 68, 70	<i>Juego y repaso: 8, 11</i>
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	183			<i>Juego y repaso: 10</i>
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models	N/A			





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or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.				
<b>Measurement and Data</b> <b>1.MD</b>				
<b>Measure lengths indirectly and by iterating length units.</b>				
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	134-135, 141, 151	118-119, 25, 135	45, 52-53	
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	128-129, 132-133, 135-141, 152, 155	112-113, 116-117, 119-123, 136, 139	43-44, 46-48, 53	
<b>Tell and write time.</b>				



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3. Tell and write time in hours and half-hours using analog and digital clocks.	205, 210-213, 224, 226	189, 194-197, 208, 210	74-75, 76, 80	
<b>Represent and interpret data.</b>				
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	139-140, 152-153, 173, 227, 273, 275-283, 290	136-137, 123-124, 157, 211, 257, 260-267, 274	98-100, 102-103	<i>Juego y repaso: 15</i>
<b>Geometry 1.G</b>				
<b>Reason with shapes and their attributes.</b>				
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	158, 165-166, 172-173, 175, 251, 268	142, 150, 156-157, 159, 235, 252	96	
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right	165, 225, 252-255, 266, 272-273	209, 236-239, 250, 256-257	90-91	<i>Juego y repaso: 16-23</i>



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rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.				
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	156-168, 172	140-152, 156	54-59	
<b>Grade 1 Deleted Content</b>				
Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.	36			
Represent quantities in word form through ten.	44	13, 28, 87		
Recognize whole-number words that correspond to numerals through twenty.	31	49		
Analyze the magnitude of digits through 999 on the basis of their				



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place values.				
Analyze numeric relationship to complete and extend simple patterns.	187, 191	171, 175	64, 67	
Classify numbers as odd or even.				
Classify change over time as quantitative or qualitative.	206-207	190-191		
Identify the three-dimensional geometric shapes prism, pyramid, and cone.	251-255	235-239	90-91	
Analyze two-dimensional shapes circle, square, triangle, and rectangle.	256-257	240-241	91	<i>Juego y repaso: 12</i>
Identify a line of symmetry.	262-263	246-247	94	
Use the positional and directional terms north, south, east, and west to describe location and movement.				
Use a counting procedure to determine the value of a collection of pennies, nickels, dimes and quarters totaling less than a dollar.	235	219	82, 84-85	



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Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.	230-232, 235-237	214-217, 220-221	82-83, 85	
Represent money by using the cent and dollar notations.	228	212		
Generate common referents for whole inches.	136-138, 140-141, 149	120-122	46-47	
Use common referents to make estimates in whole inches.	136-138	124-25, 133	48	
Use nonstandard units to measure the weight of objects.	142-143	126-127	49	
Illustrate past and future dates on a calendar.	218-219	203	79	
Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example).	204-205	188-189		
Use Celsius and Fahrenheit thermometers to measure temperature.	N/A			
Use survey questions to collect data.				



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Predict on the basis of data whether events are likely or unlikely to occur.	284-285	268-269	101	



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**Grade 2**



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**SERIES YABISÍ (SANTILLANA USA) – SECOND GRADE**

<b>CCSS</b>	<b>Teacher's Guide</b>	<b>Student Edition</b>	<b>Student Workbook</b>	<b>Supplementary Material</b>
<b>Operations and Algebraic Thinking 2.OA</b>				
<b>Represent and solve problems involving addition and subtraction.</b>				
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	27, 29, 41, 45-47, 62, 69, 71, 75, 82-83, 86, 114-115, 229	11, 113, 25, 29, 31, 46, 53, 55, 59, 66-67, 70, 98-99, 213	17-18, 21, 23-24, 40	<i>Juego y repaso: 3, 10</i>
<b>Add and subtract within 20.</b>				
2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.	44, 60-68-69, 229	28, 44		<i>Juego y repaso: 4, 9</i>
<b>Work with equal groups of objects to gain foundations for multiplication.</b>				





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3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	32-33, 230, 235-235	16-17, 214, 218-219	9, 13, 86-87	
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	230-233, 236-237, 243, 247	214-217, 220-221, 227, 231	84-85, 90-91	<i>Juego y repaso: 12</i>
<b>Number and Operations in Base Ten 2.NBT</b>				
<b>Understand place value.</b>				
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens	154-157, 165, 171, 184-158	138-141, 149, 155, 168-169	54, 58-59	



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and 0 ones).				
2. Count within 1000' skip-count by 5s, 10s, and 100s.	25, 30	9, 14	8	
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	25, 27, 36-37, 150-153	9, 11, 134-137	6-7, 11, 54-55, 56, 71	
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	34-35 (two-digit) 158-159, 164	142-143, 148	57	
<b>Use place value understanding and properties of operations to add and subtract.</b>				
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	26-27, 46-48, 50-53, 58-59, 67, 70-73, 76-77, 80	10-11, 30-32, 34-37, 42-43, 51, 54-57, 60-61, 64	6, 14-17, 19, 22-25, 62	<i>Juego y repaso: 4, 9</i>
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	56-57, 65	40-41, 49	18-19	<i>Juego y repaso: 6</i>
7. Add and subtract within 1000, using concrete models or drawings	51, 168-173, 176-177, 180-181, 187-195	35, 152-157, 160-161, 165-165, 171-179	60-61, 63-70	



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and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.				
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	169, 182	153, 166		
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	26, 56, 63, 180	47, 164		
<b>Measurement and Data</b> <b>2.MD</b>				
<b>Measure and estimate lengths in standard units.</b>				
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks,	206-207, 210, 227, 260	190-191, 194, 211, 244	77, 82	



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meter sticks, and measuring tapes.				
2. Measure the length of an object twice, using length units of different lengths for the measurements; describe how the two measurements relate to the size of the unit chosen.	210-213	194-197		
3. Estimate lengths using units of inches, feet, centimeters, and meters.	210-213	194-197	75-76	
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	207-209, 227	191, 193, 211	74-75	
<b>Relate addition and subtraction to length.</b>				
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	261-263	245-247	96-97	
6. Represent whole numbers as lengths from 0 on a number line	234-235	218-219	86	



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diagram with equally spaced points corresponding to the numbers 0, 1, 2..., and represent whole-number sums and differences within 100 on a number line diagram.				
<b>Work with time and money.</b>				
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	108-113, 126, 129  (Note: a.m. & p.m. was not used.)	92-97, 110, 113	38-39, 44-45	
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriate. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	131-141, 144-145, 147	115-125, 128-129, 131	46-51, 53	
<b>Represent and interpret data.</b>				
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	N/A			
10. Draw a picture graph and a bar graph (with single-unit scale) to	87, 149, 205, 273-279, 282-283	71, 133, 189, 257-263, 266-267	100-104, 106-107	



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represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.				
<b>Geometry 2.G</b>				
<b>Reason with shapes and their attributes.</b>				
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	66, 97-98, 101, 106, 248-257, 267-268, 271	50, 81-82, 85, 90, 232-241, 251, 252, 255	30-32, 92-94, 99	<i>Juego y repaso: 13, 17, 19-22</i>
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	94-95, 97-100, 105-106, 262, 263, 271	78-79, 81, 84, 89, 90, 246-247, 255	32, 97	
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal share of identical wholes need to have the same shape.	92-102, 106	76-86, 90	30-37	



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<b>Deleted Content Grade 2</b>				
Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.	54-55, 78-79, 17-175, 183, 196, 197  (Note: Estimation strategies in addition and subtraction.)	39, 62-63, 158-159, 167, 180-181	17, 26-27, 64, 70	
Interpret models of sharing equally (division) as repeated subtraction and arrays.	236-239	220-223	88-90	
Generate strategies to round numbers through 90 to the nearest 10.	54	38		
Identify quantitative and qualitative change over time.	N/A			
Analyze quantitative and qualitative change over time.	N/A			
Analyze the three dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.	248-253, 271	232-237, 255	92	
Identify multiple lines of symmetry.	258-259, 269	242-243, 253	94-95, 98	<i>Juego y repaso: 14</i>
Use coins to make change up to a	131-135	115-119	46-51, 53	



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dollar.				
Measuring volume, weight, and temperature.	214-221	198-205	78-81, 83	
Measuring length in yards.	N/A			
Create survey questions to collect data.	147	131	103	
Infer trends in a data set as increasing, decreasing, or random.	N/A			
Predict on the basis of data whether events are more likely or less likely to occur.	280-281	264-265	105, 107	





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**MATHEMATICS**

**Grade 3**



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<b>Operations and Algebraic Thinking 3.OA</b>				
<b>Represent and solve problems involving multiplication and division.</b>				
1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>	128-137	112-121	44-47	
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i>	156-162, 176	140-146, 160	56-58, 64	
3. Use multiplication and division within 100 to solve word problems in situations involving equal	131, 133, 137, 147, 155, 281	115, 117, 121, 131, 139, 265	46, 48, 51, 55, 57-58, 60, 65, 105	



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groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.				
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</i>	144-146, 152, 157	128-130, 136, 141	53-57	
<b>Understand properties of multiplication and the relationship between multiplication and division.</b>				
5. Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 =</math></i>	130-131, 138-143, 151, 160-161, 165, 168-171	114-115, 122-127, 135, 144-145, 149, 152-155	45, 49-50, 52, 55, 62-63, 65	<i>Juego y repaso: 14-15</i>



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16, one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . <i>(Distributive property.)</i>				
6. Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>	156-157, 161, 163	140-141, 145, 147	56, 58-59	
<b>Multiply and divide within 100.</b>				
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	126-127, 130-131, 138-143, 150, 156-157, 278-279, 286-287	110-111, 114-115, 122, 124-127, 134, 140-141, 262-263, 270-271	45, 49, 50-52, 54-57, 104, 108	
<b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b>				
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using	N/A			



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mental computation and estimation strategies including rounding.				
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	48-49, 140-145	32-33, 124-129	14, 50-53	
<b>Number and Operations in Base Ten 3.NBT</b>				
<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>				
1. Use place value understanding to round whole numbers to the nearest 10 or 100.	58-59, 282-283	42-43, 266-267	20, 106	<i>Juego y repaso: 4</i>
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	24-39, 61, 70-81, 89-101, 104-105	8-23, 45, 54-65, 73-85, 88-89	6-14, 24-37	<i>Juego y repaso: 6</i>
3. Multiply one-digit whole	138-139, 166-167	122-123, 150-151	49, 61	



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numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.				
<b>Number and Operations—Fractions 3.NF</b>				
<b>Develop understanding of fractions as numbers.</b>				
1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	178-183, 190-191	162-167, 174-175	66-67, 71-73	<i>Juego y repaso: 10</i>
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.  a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	N/A			<i>Juego y repaso: 11</i>



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b. Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.				
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.  c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i>	184-189	168-173	68-69, 70, 73	<i>Juego y repaso: 9</i>



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d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.				
<b>Measurement and Data</b> <b>3.MD</b>				
<b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>				
1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	112-115  (Note: Use a.m. and p.m. to tell time: 116-117.)	96-99 (Note: Use a.m. and p.m. to tell time: 100-101.)	38-39, 42-43  (Note: Use a.m. and p.m. to tell time: 40, 43.)	<i>Juego y repaso: 7</i>
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g),	214-221, 226	198-205, 210	80-83	





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kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.				
<b>Represent and interpret data.</b>				
3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	262-265, 273, 275	246-249, 253, 259	99-100, 103	
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	202-207, 227	186-191, 211	74, 76, 84	
<b>Geometric measurement:</b>				



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<b>understand concepts of area and relate area to multiplication and to addition.</b>				
5. Recognize area as an attribute of plane figures and understand concepts of area measurement.  a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.  b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	212-213	196-197	79, 85	
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	212-213	196-197	79, 85	
7. Relate area to the operations of multiplication and addition.  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	212-213	196-197	79, 85	



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<p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>				
<b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and</b>				



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<b>area measures.</b>				
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	210-211	194-195	78	
<b>Geometry 3.G</b>				
<b>Reason with shapes and their attributes.</b>				
1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Flat: 230-231 Solid: 232-233 Congruent & Similar: 244-245	Flat: 214-215 Solid: 216-217 Congruent & Similar: 228-229	Flat: 86 Flat: 87 Congruent & Similar: 93	<i>Juego y repaso: 16-23</i>
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the	179-181, 185-186, 188-189, 305	163-165, 169-170, 289	66, 68, 70	



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whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.				
<b>Deleted Content Grade 3</b>				
Compare whole number quantities using <i>is less than</i> , <i>is greater than</i> , and <i>is equal to</i> and the symbols $<$ , $>$ , and $=$ .	54-55	38-39	18, 23	
Represent in word form whole numbers <i>through nine hundred ninety-nine thousand</i> .	50-51	34-35	16	
Generate strategies to multiply whole numbers by using one single-digit factor and one multidigit factor.	134-135, 284-285	118-119, 268-269	47, 106-107	
Analyze the magnitude of digits on the basis of their place value.	46, 50-53, 56-57	30, 34-37, 40-41	15, 17, 19, 23	
Create numeric patterns that involve whole-number operations.	N/A			
Apply procedures to find missing numbers in numeric patterns that involve whole-number operations.				<i>Juego y repaso: 2-3, 8</i>
Illustrate situations that show change	N/A			



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over time as increasing.				
Identify specific attributes of circles: center, radius, circumference, and diameter.	N/A <i>(See Grade 4, Chapter 5, pp. 120-121, 130)</i>	<i>(See Grade 4, Chapter 5, pp. 102-103, 112)</i>	<i>(See Grade 4, Chapter 5, p. 41)</i>	
Classify polygons, lines, line segments, angles, and triangles.	238-239, 254-255 <i>(Also, see Grade 4, Chapter 5)</i>	222-223, 238-239	90	
Exemplify points, lines, line segments, rays and angles.	236-237, 246-249	220-221, 232-233	89, 94-95	<i>Juego y repaso: 13</i>
Predict the results of one transformation of a geometric shape.	230-231	214-215	87	<i>Juego y repaso: 16</i>
Use the fewest possible number of coins when making change.	N/A			
Recall equivalencies related to time and length 60 seconds = 1 minute and 36 inches = 1 yard.	204-205, 208-209	188-189, 192-193	75, 77	
Apply a procedure to find the range of a data set.	260-261	244-245	98	
Predict on the basis of data whether events are likely, unlikely, certain, or impossible to occur.	266-271, 274	250-255, 258	101, 103	
Compare the benefits of using tables,	260, 262-263	244, 246-247	99	



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bar graphs, and dot plots as representations of a given data set.				
Understand when the probability of an event is 0 or 1.	N/A			



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**Grade 4**





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<b>Operations and Algebraic Thinking 4.OA</b>				
<b>Use the four operations with whole numbers to solve problems.</b>				
1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	72-75	54-57	22-23	
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	165, 167, 169	147, 149, 151	57, 59	
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders	184-185, 192	166-167, 174	67-68	



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must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.				
<b>Gain familiarity with factors and multiples.</b>				
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	72-75, 86, 89, 170-171, 188-189, 210-211	54-57, 68, 71, 152-153, 170-171, 192-193	22-25, 60, 65-66	
<b>Generate and analyze patterns.</b>				
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that</i>	36-37, 302	20-21, 284	11	



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<i>the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>				
<b>Number and Operations in Base Ten 4.NBT</b>				
<b>Generalize place value understanding for multi-digit whole numbers.</b>				
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	170-171, 178-179, 188-189, 194, 198	152-153, 160-161, 170-171, 176, 180	60, 65-66	
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	26-31, 38, 68-69	10-13, 22, 50-51	6-8, 12	<i>Juego y repaso: 2</i>
3. Use place value understanding to round multi-digit whole numbers to	34-35, 41, 56-57, 172-173, 190-191	18-19, 25, 38-39, 154-155	10, 18, 61, 69, 71	



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any place.				
<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>				
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	48-55	30-37	14-17, 20-21	
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	162-169	144-151	56-59	
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	92-95, 104, 182-187	74-77, 86, 164-167	30-31, 36-37, 64, 67-68, 70-71	



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<b>Number and Operations— Fractions 4.NF</b>				
<b>Extend understanding of fraction equivalence and ordering.</b>				
1. Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	208-211, 222, 225	190-191, 207	74-75	
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	212-213, 222	194-195, 204	75	
<b>Build fractions from unit</b>				



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<b>fractions by applying and extending previous understandings of operations on whole numbers.</b>				
3. Understand a fraction $a/b$ with $a > 1$ as a sum of fraction $1/b$ .  a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.  b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .  c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	214-221, 228, 252	196-203, 210, 234	76-80	<i>Juego y repaso: 5</i>



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d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.				
<p>4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</p> <p>c. Solve word problems involving</p>	210-211, 214-215	192-193, 196-197	75, 81	



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multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>				
<b>Understand decimal notation for fractions, and compare decimal fractions.</b>				
5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i>	N/A			
6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite <math>0.62</math> as <math>\frac{62}{100}</math>; describe a length as <math>0.62</math> meters; locate <math>0.62</math> on a number line</i>	232-233, 238-239	214-215, 220-221	82-83, 84, 88	





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<i>diagram.</i>				
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	234-237	216-219	84, 86	
<b>Measurement and Data</b> <b>4.MD</b>				
<b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>				
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake</i>	138-147, 150, 158-159, 256-267	120-125, 128-129, 132, 140-141, 238-249	48-50, 52-53, 90-97	



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<i>as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>				
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	139, 145, 148-149, 152, 154 256-257, 262-263	121, 127, 130-131, 134, 136-137, 238, 239, 244-245	49, 51, 53, 90-97	
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	138-139, 150	120-121, 130	48-49	<i>Juego y repaso: 14</i>
<b>Represent and interpret data.</b>				



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4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	269	251		
<b>Geometric measurement: understand concepts of angle and measure angles.</b>				
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:  a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	116-117, 133	98-99, 115	38-39	



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b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.				
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	116-117	98-99	38, 47	
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	116-117	98-99		
<b>Geometry 4.G</b>				
<b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>				
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel	112-117, 134	94-99, 116	38-39, 47	



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lines, identify these in two-dimensional figures.				
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	118-119, 124-125	100-101, 106-107	38, 43, 47	
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	126-127	108-109	44, 46	
<b>Deleted Content Grade 4</b>				
Apply divisibility rules for 2, 5, and 10.	92-95	74-77	30-31	
Explain the effect on the product when one of the factors is changed.	76-77	58-59	24	
Analyze the magnitude of the digits through hundredths on the basis of their place value.	N/A <i>(See Grade 3, Chapter 2.)</i>			
Illustrate situations that show	N/A			



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change over time as either increasing, decreasing or varying.				
Analyze the relationship between three-dimensional geometric shapes in the form of cubes, rectangular prisms, and cylinders and their two-dimensional nets.	122-123	104-105	42	
Predict the results of multiple transformations of the same type—translation, reflection, or rotation on a two-dimensional geometric shape.	128-129 <i>(Also, see Grade 3, Chapter 10)</i>	110-111	45	
Represent two-dimensional shapes: trapezoids, rhombuses, and parallelograms and three-dimensional shapes: cubes, rectangular prisms, and cylinders.	122-123	104-105	40, 42-43, 47	
Use transformation(s) to prove congruency.	128-129	110-111	45	
Represent with ordered pairs of whole numbers the location of points in the first quadrant of a coordinate grid.	286-287	268-269	102, 107	<i>Análisis de datos: 10-11</i>
Illustrate possible paths from one	286-287	268-269		<i>Análisis de datos: 3, 7</i>



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point t another along vertical and horizontal grid lines in the first quadrant of the coordinate plane.				<i>Juego y repaso: 7-9</i>
Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms.	138, 150, 157-158, 268-269	120, 130, 139-140, 250-251	48, 91	
Analyze the perimeter of a polygon.	N/A			
Generate strategies to determine the area of rectangles and triangles.	138-139	120-121	48	
Use Celsius and Fahrenheit thermometers to determine temperature changes during time intervals.	143	125		
Exemplify situations in which highly accurate measurements are required.	N/A			
Compare how data-collection methods impact survey results.	278-279	260-261	98	



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Interpret data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1.	280-281, 284-285, 298-299	262-263, 266-267, 280-281	99, 101, 106	<i>Análisis de datos: 9, 14-16</i>
Organize data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1.	281, 285	263, 267	99, 101	
Distinguish between categorical and numerical data and match to graphs.	280-281, 283, 285, 297	262-263, 265, 267, 279	99	<i>Análisis de datos: 2, 5, 8-9, 12</i>
Predict on the basis of data whether events are <i>likely, unlikely, certain, impossible, or equally likely</i> to occur.	292-293	274-275		
Analyze possible outcomes for a simple event.	294-295	276-277, 278	105	





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**Grade 5**



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<b>Operations and Algebraic Thinking 5.OA</b>				
<b>Write and interpret numerical expressions.</b>				
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	274-275, 282-283	248-249, 256-257	92, 95	
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>	274-275, 282-283	248-249, 256-257	92, 95-96	
<b>Analyze patterns and relationships.</b>				
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a	237	215	81	



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coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>				
<b>Number and Operations in Base Ten</b> <b>5.NBT</b>				
<b>Understand the place value system.</b>				
1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	54-55	36-37	20	
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	82-83, 96-97, 108-109	62-63, 76-77, 88-89	30-31	
3. Read, write, and compare decimals	54-57, 69, 72	36-39, 51, 54	14-17, 19-21	<i>Lectura y escritura: 10</i>



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to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .  b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.				
4. Use place value understanding to round decimals to any place.	58-59	40-41	15, 19	
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>				
5. Fluently multiply multi-digit whole numbers using the standard algorithm.	78-79, 92	58-59, 72	20, 22-23, 26	
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or	98-101	78-81	32-33	



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the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	60-65, 84-85, 91, 102-105, 118	42-47, 64-65, 71, 82-85, 98	18-19, 2-25, 27-28, 34-35	
<b>Number and Operations— Fractions 5.NF</b>				
<b>Use equivalent fractions as a strategy to add and subtract fractions.</b>				
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>).</i>	146-147, 150-153, 163, 166, 168	126-127, 130-133, 143, 146, 148	49, 51-52	



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2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i>	132-133, 147, 151, 153, 162	112-113, 127, 131, 133, 142	49, 51, 44	<i>Proyectos y equipo: 7-8</i>
<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>				
3. Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4</i>	124-125, 128-129, 156-157	104-105, 108-109, 136-137	40, 42, 46, 54	<i>Lectura y escritura: 6-9, 12</i>



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<p><i>people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>				
<p>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(\frac{a}{b}) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(\frac{2}{3}) \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}</math>. (In general, <math>(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}</math>.)</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent</p>	<p>124, 128-129, 154-155</p>	<p>104, 108-109, 134-135</p>	<p>40-42, 53</p>	



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fraction products as rectangular areas.				
5. Interpret multiplication as scaling (resizing), by:  a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.  b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.	129	109		
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the	154-155	134-135	53	





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problem.				
<p>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole</p>	146-157, 161	136-137, 141	54, 57	



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numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins?</i>				
<b>Measurement and Data</b>				
<b>5.MD</b>				
<b>Convert like measurement units within a given measurement system.</b>				
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use the conversions in solving multi-step, real world problems.	172-181, 184	152-161, 164	58-63	<i>Proyectos y equipo: 15</i>  <i>Lectura y escritura: 11</i>
<b>Represent and interpret data.</b>				
2. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of</i>	N/A			



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<i>liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>				
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>				
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.  a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.  b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.	302-303, 306, 312	276-277, 280, 286	104-105	
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	302-303, 311-312	276-277, 280, 285-286	104-105	
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	302-303, 306, 311-312	276-277, 280, 285-286	104-105	



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<p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>				
<b>Geometry      5.G</b>				
<b>Graph points on the coordinate</b>				



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<b>plane to solve real-world and mathematical problems.</b>				
1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., $x$ -axis and $x$ -coordinate, $y$ -axis and $y$ -coordinate).	236-237, 243	214, 221	81, 85	
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	243-244	221-222	85	
<b>Classify two-dimensional figures into categories based on their</b>				



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<b>properties.</b>				
3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	196-197	176-177		
4. Classify two-dimensional figures in a hierarchy based on properties.	196-199	176-179	67-67, 74	
<b>Deleted Content Grade 5</b>				
Analyze the magnitude of a digit on the basis of its place value, using whole numbers and decimal numbers through thousandths.	26-27, 28-31	10-11, 14-15	6-8	
Apply an algorithm to divide whole numbers fluently.	N/A			
Understand the relationship among the divisor, dividend and quotient.	96	76		
Classify numbers as prime, composite, or neither.	110-111	90-91	37	
Generate strategies to find the greatest common factor and the least common multiple of two whole	130-131, 137	110-111	43	



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numbers.				
Apply divisibility rules for 3, 6, and 9.	N/A			
Analyze patterns and functions with words, tables and graphs.	N/A			
Identify applications of commutative, associative, and distributive properties with whole numbers.	78-79	58-59	20	
Analyze situations that show change over time.	N/A			
Use appropriate tools and units to measure objects to the precision of one-eighth inch.	N/A			
Use a protractor to measure angles from 0 to 180 degrees.	194-195	174-175	66	
Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms.	292-299	266-273	98-101	<i>Lectura y escritura: 5</i>
Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds in 24-hour period.	N/A			



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Understand the relationship between Celsius and Fahrenheit temperature scales.	N/A			
Design a mathematical investigation to address a question.	249	227		
Analyze how data-collection methods affect the nature of the data set.	224-229	202-207	76-79	
Apply procedures to calculate the measures of central tendency (mean, median, and mode) and interpret the meaning and application of these measures.	238-239	216-217	77	<i>Proyectos y equipo: 12</i>
Represent the probability of a single-stage event in words and fractions.	240-241	218-219	83	
Conclude by the sum of the probabilities of the outcomes of an experiment must equal 1.	240	218		
Compare the angles, side lengths and perimeters of congruent shapes.	N/A			
Classify shapes as congruent.	200-201	180-181	69	
Translate between two-dimensional representations and three-	208-209	188-189	73	





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dimensional objects.				
Predict the results of multiple transformations.	202-205	182-185	70-71	
Analyze shapes to determine line and rotational symmetry.	204-205	184-185	71	