SADLIER
Progress in Mathematics

SADLIER
Common Core Progress Mathematics

Common Core State Standards
for Mathematics

Kindergarten Crosswalk

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Chapter 1 Sorting

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
1-1 **Alike/Same**—pp. 3–4	**Lesson 41** **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
1-2 **Different**—pp. 5–6		
1-3 **Sort by Color**—pp. 7–8		
1-4 **Same Shape**—pp. 9–10	**Lesson 41** **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
	Lesson 44 **Compare Flat Shapes**—pp. 215–218 **Lesson 46** **Compare Solid Shapes**—pp. 223–226	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
1-5 **Sort by Size**—pp. 13–14	**Lesson 40** **Compare Measurements**—pp. 191–194	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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
	Lesson 41 **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
1-6 **Sort by Color and Shape**—pp. 15–16	**Lesson 40** **Compare Measurements**—pp. 191–194	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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
1-7 **Sort by Shape and Size**—pp. 17–18		

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	Lesson 41 **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
	Lesson 44 **Compare Flat Shapes**—pp. 215–218 **Lesson 46** **Compare Solid Shapes**—pp. 223–226	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
1-8 **Sort Two Ways (color and shape)**—pp. 19–20	**Lesson 41** **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
	Lesson 44 **Compare Flat Shapes**—pp. 215–218 **Lesson 46** **Compare Solid Shapes**—pp. 223–226	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
1-9 **Problem Solving Strategy: Logical Reasoning**—pp. 21–22	**Lesson 41** **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.

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2-1 **Cylinder, Cone, and Sphere**—pp. 37–38 **2-2** **Cube and Rectangular Prism**—pp. 39–40	**Lesson 48** **Above, Below, Beside, Next To**—pp. 231–234 **Lesson 49** **In Front of, Behind**—pp. 235–238	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.*

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	Lesson 45 **Solid Shapes**—pp. 219–222	K.G.2 Correctly name shapes regardless of their orientations or overall size.
	Lesson 47 **Identify Flat and Solid Shapes**—pp. 227–230	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
	Lesson 46 **Compare Solid Shapes**—pp. 223–226	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
***2-2A** **Recognize Solid Shapes**—Online	**Lesson 41** **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
	Lesson 48 **Above, Below, Beside, Next To**—pp. 231–234	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.*
	Lesson 49 **In Front of, Behind**—pp. 235–238	
	Lesson 45 **Solid Shapes**—pp. 219–222	K.G.2 Correctly name shapes regardless of their orientations or overall size.
	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	Lesson 51 **Building Larger Shapes**—pp. 243–246	K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
2-3 **Moving Shapes**—pp. 41–42	**Lesson 46** **Compare Solid Shapes**—pp. 223–226	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 (e.g., number of sides and vertices/"corners")

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		and other attributes (e.g., having sides of equal length).
	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2-4 **Plane Figures on Solids**—pp. 43–44	**Lesson 42** **Circles and Triangles**—pp. 207–210	K.G.2 Correctly name shapes regardless of their orientations or overall size.
	Lesson 43 **Squares, Rectangles, and Hexagons**—pp. 211–214	
	Lesson 45 **Solid Shapes**—pp. 219–222	
	Lesson 47 **Identify Flat and Solid Shapes**—pp. 227–230	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
	Lesson 44 **Compare Flat Shapes**—pp. 215–218	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	Lesson 46 **Compare Solid Shapes**—pp. 223–226	
	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
***2-4A** **Plane Figures**—Online	**Lesson 44** **Compare Flat Shapes**—pp. 215–218	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

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	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2-5 **Triangle**—pp. 45–46	**Lesson 48** **Above, Below, Beside, Next To**—pp. 231–234	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.*
2-6 **Square and Rectangle**—pp. 47–48	**Lesson 49** **In Front of, Behind**—pp. 235–238	
	Lesson 42 **Circles and Triangles**—pp. 207–210	K.G.2 Correctly name shapes regardless of their orientations or overall size.
	Lesson 43 **Squares, Rectangles, and Hexagons**—pp. 211–214	
	Lesson 45 **Solid Shapes**—pp. 219–222	
	Lesson 44 **Compare Flat Shapes**—pp. 215–218	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	Lesson 46 **Compare Solid Shapes**—pp. 223–226	
	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2-7 **Circle**—pp. 49–50	**Lesson 42** **Circles and Triangles**—pp. 207–210	K.G.2 Correctly name shapes regardless of their orientations or overall size.
	Lesson 43 **Squares, Rectangles, and Hexagons**—pp. 211–214	
	Lesson 45 **Solid Shapes**—pp. 219–222	
	Lesson 44 **Compare Flat Shapes**—pp. 215–218	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	Lesson 46 **Compare Solid Shapes**—pp. 223–226	

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	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
***2-7A** **Compare Plane and Solid Figures**—Online	**Lesson 47** **Identify Flat and Solid Shapes**—pp. 227–230	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
	Lesson 44 **Compare Flat Shapes**—pp. 215–218	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	Lesson 46 **Compare Solid Shapes**—pp. 223–226	
	Lesson 50 **Building Shapes**—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2-8 **Combine and Separate Figures**—pp. 51–52	**Lesson 51** **Building Larger Shapes**—pp. 243–246	K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
2-9 **Color Patterns**—pp. 55–56		
2-10 **Shape Patterns**—pp. 57–58		
2-11 **Size and Growing Patterns**—pp. 59–60	**Lesson 40** **Compare Measurements**—pp. 191–194	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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
2-12 **Transfer Patterns**—pp. 61–62		
2-13 **Make Patterns**—pp. 63–64		
2-14 **Problem Solving Strategy: Find a Pattern**—pp. 65–66		

Chapter 3 Positions

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3-1	**Above, Below**—pp. 77–78	**Lesson 48**	**Above, Below, Beside, Next To**—pp. 231–234	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.*
3-2	**Top, Middle, Bottom**—pp. 79–80	**Lesson 49**	**In Front of, Behind**—pp. 235–238		
3-3	**Over, On, Under**—pp. 81–82				
3-4	**Inside, Outside**—pp. 83–84				
***3-4A**	**Inside, Outside, Beside**—Online				
3-5	**In Front, Behind**—pp. 87–88				
***3-5A**	**In Front, Behind, Next To**—Online				
3-6	**Left, Right**—pp. 89–90				
3-7	**Left, Between, Right**—pp. 91–92				
3-8	**Before, Between, After**—pp. 93–94				
3-9	**Problem Solving Strategy: Follow Directions/Act It Out**—pp. 95–96				

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4-1	**As Many As**—pp. 111–112	**Lesson 7**	**Match to Compare**—pp. 35–38	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, e.g., by using matching and counting strategies.[1] [1] Include groups with up to ten objects.
4-2	**More**—pp. 113–114	**Lesson 12**	**Count to Compare**—pp. 55–58		
4-3	**Fewer**—pp. 115–116				
4-4	**Fewest, Most**—pp. 117–118				
4-5	**Equalizing Sets**—pp. 119–120				
4-6	**Identify and Write 0 and 1**—pp. 123–124	**Lesson 2**	**Count and Write 1 and 2**—pp. 15–18	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).
		Lesson 6	**Count and Write 0 and 5**—pp. 31–34		

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	Lesson 1 **Count and Model 1 and 2**—pp. 11–14 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30	K.CC.4a 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.
	Lesson 1 **Count and Model 1 and 2**—pp. 11–14 **Lesson 2** **Count and Write 1 and 2**—pp. 15–18 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30 **Lesson 6** **Count and Write 0 and 5**—pp. 31–34	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.
4-7 **Identify and Write 2 and 3**—pp. 125–126	**Lesson 2** **Count and Write 1 and 2**—pp. 15–18 **Lesson 4** **Count and Write 3 and 4**—pp. 23–26	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).
	Lesson 1 **Count and Model 1 and 2**—pp. 11–14 **Lesson 3** **Count and Model 3 and 4**—pp. 19–22	K.CC.4a 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.4c Understand that each successive number name refers to a quantity that is one larger.
	Lesson 1 **Count and Model 1 and 2**—pp. 11–14 **Lesson 2** **Count and Write 1 and 2**—pp. 15–18 **Lesson 3** **Count and Model 3 and 4**—pp. 19–22 **Lesson 4** **Count and Write 3 and 4**—pp. 23–26	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.
4-8 **Identify and Write 4 and 5**—pp. 127–128	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26 **Lesson 6** **Count and Write 0 and 5**—pp. 31–34	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).

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	Lesson 3 **Count and Model 3 and 4**—pp. 19–22 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30	K.CC.4a 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.4c Understand that each successive number name refers to a quantity that is one larger.
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22 **Lesson 4** **Count and Write 3 and 4**—pp. 23–26 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30 **Lesson 6** **Count and Write 0 and 5**—pp. 31–34	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.
***4-8A** **Count to Tell How Many**—Online	**Lesson 13** **Count to Tell How Many**—pp. 59–62	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.
***4-8B** **Order 0–5**—Online	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14 **Lesson 3** **Count and Model 3 and 4**—pp. 19–22 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30	K.CC.4b 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.
***4-8C** **Ways to Make 2, 3, 4, and 5**—Online	**Lesson 22** **Break Apart Numbers to 5**—pp. 103–106 **Lesson 25** **Break Apart Numbers to 10**—pp. 115–118	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4-9 **Ordinals: First to Fifth**—pp. 129–130		
4-10 **Identify and Write 6 and 7**—pp. 133–134	**Lesson 9** **Count and Write 6 and 7**—pp. 43–46	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).

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	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	K.CC.4a 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 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 that each successive number name refers to a quantity that is one larger.
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42 **Lesson 9** **Count and Write 6 and 7**—pp. 43–46	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.
***4-10A** **Ways to Make 6 and 7**—Online	**Lesson 22** **Break Apart Numbers to 5**—pp. 103–106 **Lesson 25** **Break Apart Numbers to 10**—pp. 115–118	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4-11 **Identify and Write 8 and 9**—pp. 135–136	**Lesson 11** **Count and Write 8, 9, and 10**—pp. 51–54	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).
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	K.CC.4a 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 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.

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		K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	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.
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54		
***4-11A** **Ways to Make 8 and 9**—Online	**Lesson 22** **Break Apart Numbers to 5**—pp. 103–106	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
	Lesson 25 **Break Apart Numbers to 10**—pp. 115–118		
4-12 **Identify and Write 10**—pp. 137–138	**Lesson 11** **Count and Write 8, 9, and 10**—pp. 51–54	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).
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	K.CC.4a	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 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 that each successive number name refers to a quantity that is one larger.
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	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.
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54		

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***4-12A** **Ways to Make 10**—Online	**Lesson 22** **Break Apart Numbers to 5**—pp. 103–106 **Lesson 25** **Break Apart Numbers to 10**—pp. 115–118	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
***4-12B** **One More, One Fewer**—Online	**Lesson 7** **Match to Compare**—pp. 35–38 **Lesson 12** **Count to Compare**—pp. 55–58	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, e.g., by using matching and counting strategies.[1] [1] Include groups with up to ten objects.
***4-12C** **Count to Compare Numbers**—Online	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14 **Lesson 3** **Count and Model 3 and 4**—pp. 19–22 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30 **Lesson 8** **Count and Model 6 and 7**—pp. 39–42 **Lesson 10** **Count and Model 8, 9 and 10**—pp. 47–50 **Lesson 27** **Count and Model 11 and 12**—pp. 131–134 **Lesson 29** **Count and Model 13 and 14**—pp. 139–142 **Lesson 31** **Count and Model 15 and 16**—pp. 147–150 **Lesson 33** **Count and Model 17 and 18**—pp. 155–158 **Lesson 35** **Count and Model 19 and 20**—pp. 163–166	K.CC.4a 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.
	Lesson 7 **Match to Compare**—pp. 35–38 **Lesson 12** **Count to Compare**—pp. 55–58	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, e.g., by using matching and counting strategies.[1] [1] Include groups with up to ten objects.

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4-13 **Numbers 1–10**—pp. 139–140	**Lesson 2** **Count and Write 1 and 2**—pp. 15–18	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).
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26	
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34	
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46	
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54	
	Lesson 1 **Count and Model 1 and 2**—pp. 11–14	K.CC.4a 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.
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22	
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30	
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	K.CC.4b 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 that each successive number name refers to a quantity that is one larger.
	Lesson 1 **Count and Model 1 and 2**—pp. 11–14	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.
	Lesson 2 **Count and Write 1 and 2**—pp. 15–18	
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22	
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26	
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30	
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34	
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46	
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	
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4-14 **Number Line**—pp. 141–142	**Lesson 7** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
***4-14A** **Compare Numbers**—Online	**Lesson 14** **Compare Numbers**—pp. 63–66	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
4-15 **Ordinals: First to Tenth**—pp. 143–144		
4-16 **Number Patterns**—pp. 145–146		
4-17 **Problem Solving Strategy: Use a Map**—pp. 147–148		

Chapter 5 Numbers to 31

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
5-1 **Identify and Write 11 and 12**—pp. 159–160	**Lesson 28** **Count and Write 11 and 12**—pp. 135–138	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).
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134	K.CC.4a 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.
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134 **Lesson 28** **Count and Write 11 and 12**—pp. 135–138	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.
5-2 **Compare Numbers to 12**—pp. 161–162	**Lesson 7** **Match to Compare**—pp. 35–38 **Lesson 12** **Count to Compare**—pp. 55–58	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, e.g., by using matching and counting strategies.1 1 Include groups with up to ten objects.

Chapter 5 Numbers to 31

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
	Lesson 14 **Compare Numbers**—pp. 63–66	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
5-3 **Order Numbers to 12**—pp. 163–164	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14 **Lesson 3** **Count and Model 3 and 4**—pp. 19–22 **Lesson 5** **Count and Model 0 and 5**—pp. 27–30 **Lesson 8** **Count and Model 6 and 7**—pp. 39–42 **Lesson 10** **Count and Model 8, 9 and 10**—pp. 47–50 **Lesson 27** **Count and Model 11 and 12**—pp. 131–134	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).
	Lesson 7 **Match to Compare**—pp. 35–38 **Lesson 12** **Count to Compare**—pp. 55–58	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, e.g., by using matching and counting strategies.1 1 Include groups with up to ten objects.
	Lesson 14 **Compare Numbers**—pp. 63–66	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
5-4 **Identify and Write 13 and 14**—pp. 165–166	**Lesson 30** **Count and Write 13 and 14**—pp. 143–146	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).
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142	K.CC.4a 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.
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142 **Lesson 30** **Count and Write 13 and 14**—pp. 143–146	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.
5-5 **Identify and Write 15 and 16**—pp. 167–168	**Lesson 32** **Count and Write 15 and 16**—pp. 151–154	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).

Chapter 5 Numbers to 31

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150	K.CC.4a 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.
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150 **Lesson 32** **Count and Write 15 and 16**—pp. 151–154	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.
5-6 **Identify and Write 17 and 18**—pp. 169–170	**Lesson 34** **Count and Write 17 and 18**—pp. 159–162	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).
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158	K.CC.4a 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.
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158 **Lesson 34** **Count and Write 17 and 18**—pp. 159–162	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.
5-7 **Identify and Write 19 and 20**—pp. 171–172	**Lesson 36** **Count and Write 19 and 20**—pp. 167–170	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).
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166	K.CC.4a 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.
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166 **Lesson 36** **Count and Write 19 and 20**—pp. 167–170	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.

Chapter 5 Numbers to 31

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
***5-7A** **Count Out That Many**—Online	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14	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.
	Lesson 2 **Count and Write 1 and 2**—pp. 15–18	
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22	
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26	
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30	
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34	
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46	
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54	
	Lesson 12 **Count to Compare**—pp. 55–58	
	Lesson 13 **Count to Tell How Many**—pp. 59–62	
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134	
	Lesson 28 **Count and Write 11 and 12**—pp. 135–138	
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142	
	Lesson 30 **Count and Write 13 and 14**—pp. 143–146	
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150	
	Lesson 32 **Count and Write 15 and 16**—pp. 151–154	
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158	
	Lesson 34 **Count and Write 17 and 18**—pp. 159–162	
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166	
	Lesson 36 **Count and Write 19 and 20**—pp. 167–170	
***5-7B** **Count Numbers to 20**—Online	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Chapter 5 Numbers to 31

Progress in Mathematics, Kindergarten		Common Core Progress Mathematics, Kindergarten		Common Core State Standards for Mathematics, Kindergarten	
		Lesson 37	**Make and Break Apart 11 to 19**—pp. 171–174	K.NBT.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
5-8	**Identify and Write 21–25**—pp. 175–176	**Lesson 38**	**Count by Ones and Tens to 100**—pp. 175–178	K.CC.1	Count to 100 by ones and by tens.
5-9	**Identify and Write 26–31**—pp. 177–178				
5-10	**Compare Numbers to 31**—pp. 179–180				
5-11	**Order Numbers to 31**—pp. 181–182	**Lesson 2**	**Count and Write 1 and 2**—pp. 15–18	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).
		Lesson 4	**Count and Write 3 and 4**—pp. 23–26		
		Lesson 6	**Count and Write 0 and 5**—pp. 31–34		
		Lesson 9	**Count and Write 6 and 7**—pp. 43–46		
		Lesson 11	**Count and Write 8, 9, and 10**—pp. 51–54		
		Lesson 13	**Count to Tell How Many**—pp. 59–62		
		Lesson 28	**Count and Write 11 and 12**—pp. 135–138		
		Lesson 30	**Count and Write 13 and 14**—pp. 143–146		
		Lesson 32	**Count and Write 15 and 16**—pp. 151–154		
		Lesson 34	**Count and Write 17 and 18**—pp. 159–162		
		Lesson 36	**Count and Write 19 and 20**—pp. 167–170		
5-12	**Estimate Groups**—pp. 183–184				
5-13	**Problem Solving Strategy: Guess and Test**—pp. 185–186				

Chapter 6 Tables, Graphs, and Fractions

Progress in Mathematics, Kindergarten		Common Core Progress Mathematics, Kindergarten		Common Core State Standards for Mathematics, Kindergarten	
6-1	**Tally Marks**—pp. 201–202	**Lesson 1**	**Count and Model 1 and 2**—pp. 11–14	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.
6-2	**Tally Charts**—pp. 203–204	**Lesson 2**	**Count and Write 1 and 2**—pp. 15–18		
		Lesson 3	**Count and Model 3 and 4**—pp. 19–22		
		Lesson 4	**Count and Write 3 and 4**—pp. 23–26		
		Lesson 5	**Count and Model 0 and 5**—pp. 27–30		
		Lesson 6	**Count and Write 0 and 5**—pp. 31–34		
		Lesson 8	**Count and Model 6 and 7**—pp. 39–42		
		Lesson 9	**Count and Write 6 and 7**—pp. 43–46		
		Lesson 10	**Count and Model 8, 9 and 10**—pp. 47–50		
		Lesson 11	**Count and Write 8, 9, and 10**—pp. 51–54		
		Lesson 12	**Count to Compare**—pp. 55–58		
		Lesson 13	**Count to Tell How Many**—pp. 59–62		
		Lesson 27	**Count and Model 11 and 12**—pp. 131–134		
		Lesson 28	**Count and Write 11 and 12**—pp. 135–138		
		Lesson 29	**Count and Model 13 and 14**—pp. 139–142		
		Lesson 30	**Count and Write 13 and 14**—pp. 143–146		
		Lesson 31	**Count and Model 15 and 16**—pp. 147–150		
		Lesson 32	**Count and Write 15 and 16**—pp. 151–154		
		Lesson 33	**Count and Model 17 and 18**—pp. 155–158		
		Lesson 34	**Count and Write 17 and 18**—pp. 159–162		
		Lesson 35	**Count and Model 19 and 20**—pp. 163–166		
		Lesson 36	**Count and Write 19 and 20**—pp. 167–170		

Chapter 6 Tables, Graphs, and Fractions

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
***6-2A** **Sorting Categories**—Online	**Lesson 41** **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.
6-3 **Picture Graphs**—pp. 205–206		
6-4 **Pictographs**—pp. 207–208		
6-5 **Surveys and Real Graphs**—pp. 209–210	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14	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.
6-6 **Bar Graphs**—pp. 211–212	**Lesson 2** **Count and Write 1 and 2**—pp. 15–18	
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22	
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26	
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30	
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34	
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46	
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54	
	Lesson 12 **Count to Compare**—pp. 55–58	
	Lesson 13 **Count to Tell How Many**—pp. 59–62	
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134	
	Lesson 28 **Count and Write 11 and 12**—pp. 135–138	
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142	
	Lesson 30 **Count and Write 13 and 14**—pp. 143–146	
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150	
	Lesson 32 **Count and Write 15 and 16**—pp. 151–154	
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158	

Chapter 6 Tables, Graphs, and Fractions

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
	Lesson 34 **Count and Write 17 and 18**—pp. 159–162	
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166	
	Lesson 36 **Count and Write 19 and 20**—pp. 167–170	
6-7 **Equal Parts**—pp. 215–216		
6-8 **Explore Symmetry**—pp. 217–218		
6-9 **Explore Halves**—pp. 219–220		
6-10 **Explore Fourths**—pp. 221–222		
6-11 **More Likely/Equally Likely/Less Likely**—pp. 223–224		
6-12 **Problem Solving Strategy: Make a List**—pp. 225–226		

Chapter 7 Addition Readiness

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
7-1 **Joining**—pp. 237–238	**Lesson 16** **Put Together to Add**—pp. 79–82	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
***7-1A** **Model Joining Stories**—Online	**Lesson 17** **Add to Find How Many**—pp. 83–86	
7-2 **Add 1**—pp. 239–240	**Lesson 18** **Problem Solving: Addition**—pp. 87–90	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
7-3 **Add 2**—pp. 241–242	**Lesson 23** **Addition: Sums to 5 (Fluency)**—pp. 107–110	K.OA.5 Fluently add and subtract within 5.
7-4 **Add 3**—pp. 243–244		
7-5 **Add 4**—pp. 245–246	**Lesson 16** **Put Together to Add**—pp. 79–82 **Lesson 17** **Add to Find How Many**—pp. 83–86	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2]

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Chapter 7 Addition Readiness

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
		– continued from previous page – sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 18 **Problem Solving: Addition**—pp. 87–90	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	Lesson 22 **Break Apart Numbers to 5**—pp. 103–106 **Lesson 25** **Break Apart Numbers to 10**—pp. 115–118	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
	Lesson 23 **Addition: Sums to 5 (Fluency)**—pp. 107–110	K.OA.5 Fluently add and subtract within 5.
***7-5** **A Use a Bar Model to Add**—Online	**Lesson 16** **Put Together to Add**—pp. 79–82 **Lesson 17** **Add to Find How Many**—pp. 83–86	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 18 **Problem Solving: Addition**—pp. 87–90	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
7-6 **Vertical Addition**—pp. 249–250	**Lesson 16** **Put Together to Add**—pp. 79–82 **Lesson 17** **Add to Find How Many**—pp. 83–86	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Chapter 7 Addition Readiness

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
	Lesson 18 **Problem Solving: Addition**—pp. 87–90	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	Lesson 23 **Addition: Sums to 5 (Fluency)**—pp. 107–110	K.OA.5 Fluently add and subtract within 5.
7-7 **Use Ten-Frames to Add**—pp. 251–252	**Lesson 16** **Put Together to Add**—pp. 79–82 **Lesson 17** **Add to Find How Many**—pp. 83–86	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
***7-7A** **Use a Ten-Frame to Make 11 and 12**—Online ***7-7B** **Use a Ten-Frame to Make 13 and 14**—Online ***7-7C** **Use a Ten-Frame to Make 15 and 16**—Online ***7-7D** **Use a Ten-Frame to Make 17 and 18**—Online ***7-7E** **Use a Ten-Frame to Make 19 and 20**—Online	**Lesson 37** **Make and Break Apart 11 to 19**—pp. 171–174	K.NBT.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
7-8 **Problem Solving Strategy: Write a Number Sentence**—pp. 253–254	**Lesson 16** **Put Together to Add**—pp. 79–82 **Lesson 17** **Add to Find How Many**—pp. 83–86	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 18 **Problem Solving: Addition**—pp. 87–90	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	Lesson 23 **Addition: Sums to 5 (Fluency)**—pp. 107–110	K.OA.5 Fluently add and subtract within 5.

Chapter 8 Subtraction Readiness

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
8-1 **Take Away**—pp. 269–270	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 21 **Problem Solving: Subtraction**—pp. 99–102	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	Lesson 24 **Subtract: From 5 or less (Fluency)**—pp. 111–114	K.OA.5 Fluently add and subtract within 5.
***8-1A** **Model Subtraction Stories**—Online	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 21 **Problem Solving: Subtraction**—pp. 99–102	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
8-2 **Subtract 1**—pp. 271–272	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
8-3 **Subtract 2**—pp. 273–274	**Lesson 20** **Subtract to Find How Many Left**—pp. 95–98	
8-4 **Subtract 3**—pp. 275–276		
8-5 **Subtract 4**—pp. 277–278		
	Lesson 21 **Problem Solving: Subtraction**—pp. 99–102	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	Lesson 24 **Subtract: From 5 or less (Fluency)**—pp. 111–114	K.OA.5 Fluently add and subtract within 5.

Chapter 8 Subtraction Readiness

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
***8-5A** **Use a Bar Model to Subtract**—Online	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 21 **Problem Solving: Subtraction**—pp. 99–102	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
8-6 **Vertical Subtraction**—pp. 281–282	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 21 **Problem Solving: Subtraction**—pp. 99–102	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	Lesson 24 **Subtract: From 5 or less (Fluency)**—pp. 111–114	K.OA.5 Fluently add and subtract within 5.
8-7 **Addition and Subtraction Patterns**—pp. 283–284	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 24 **Subtract: From 5 or less (Fluency)**—pp. 111–114	K.OA.5 Fluently add and subtract within 5.

Chapter 8 Subtraction Readiness

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
8-8 **Use Ten-Frames to Subtract**—pp. 285–286	**Lesson 16** **Put Together to Add**—pp. 79–82	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
8-9 **Problem Solving Strategy: Choose the Operation**—pp. 287–288	**Lesson 17** **Add to Find How Many**—pp. 83–86	
	Lesson 19 **Take Away to Subtract**—pp. 91–94	
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 23 **Addition: Sums to 5 (Fluency)**—pp. 107–110	K.OA.5 Fluently add and subtract within 5.
	Lesson 24 **Subtract: From 5 or Less (Fluency)**—pp. 111–114	

Chapter 9 Money

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
9-1 **Pennies and Nickels**—pp. 299–300	**Lesson 28** **Count and Write 11 and 12**—pp. 135–138	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.
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142	
	Lesson 30 **Count and Write 13 and 14**—pp. 143–146	
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150	
	Lesson 32 **Count and Write 15 and 16**—pp. 151–154	
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158	
	Lesson 34 **Count and Write 17 and 18**—pp. 159–162	
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166	
	Lesson 36 **Count and Write 19 and 20**—pp. 167–170	
	Lesson 41 **Sort and Count**—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.

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Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
9-2 **Count On from Pennies and Nickels**—pp. 301–302	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	Lesson 1 **Count and Model 1 and 2**—pp. 11–14	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.
	Lesson 2 **Count and Write 1 and 2**—pp. 15–18	
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22	
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26	
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30	
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34	
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46	
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54	
	Lesson 12 **Count to Compare**—pp. 55–58	
	Lesson 13 **Count to Tell How Many**—pp. 59–62	
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134	
	Lesson 28 **Count and Write 11 and 12**—pp. 135–138	
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142	
	Lesson 30 **Count and Write 13 and 14**—pp. 143–146	
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150	
	Lesson 32 **Count and Write 15 and 16**—pp. 151–154	
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158	
	Lesson 34 **Count and Write 17 and 18**—pp. 159–162	
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166	
	Lesson 36 **Count and Write 19 and 20**—pp. 167–170	

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Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
9-3 **Dimes and Quarters**—pp. 303–304	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14	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.
	Lesson 2 **Count and Write 1 and 2**—pp. 15–18	
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22	
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26	
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30	
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34	
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42	
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46	
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50	
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54	
	Lesson 12 **Count to Compare**—pp. 55–58	
	Lesson 13 **Count to Tell How Many**—pp. 59–62	
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134	
	Lesson 28 **Count and Write 11 and 12**—pp. 135–138	
	Lesson 29 **Count and Model 13 and 14**—pp. 139–142	
	Lesson 30 **Count and Write 13 and 14**—pp. 143–146	
	Lesson 31 **Count and Model 15 and 16**—pp. 147–150	
	Lesson 32 **Count and Write 15 and 16**—pp. 151–154	
	Lesson 33 **Count and Model 17 and 18**—pp. 155–158	
	Lesson 34 **Count and Write 17 and 18**—pp. 159–162	
	Lesson 35 **Count and Model 19 and 20**—pp. 163–166	
	Lesson 36 **Count and Write 19 and 20**—pp. 167–170	
	Lesson 38 **Count by Ones and Tens to 100**—pp. 175–178	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

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Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
9-4 **Count On from Dimes and Quarters**—pp. 305–306	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
9-5 **Trading for Nickels**—pp. 309–310		
9-6 **Trading for Dimes**—pp. 311–312		
9-7 **Comparing Money**—pp. 313–314		
9-8 **Using Money**—pp. 315–316		
9-9 **Adding Money**—pp. 317–318	**Lesson 16** **Put Together to Add**—pp. 79–82	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 17 **Add to Find How Many**—pp. 83–86	
	Lesson 18 **Problem Solving: Addition**—pp. 87–90	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9-10 **Subtracting Money**—pp. 319–320	**Lesson 19** **Take Away to Subtract**—pp. 91–94	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
	Lesson 20 **Subtract to Find How Many Left**—pp. 95–98	
	Lesson 21 **Problem Solving: Subtraction**—pp. 99–102	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
9-11 **Problem Solving Strategy: Use a Model**—pp. 321–322		

Chapter 10 Time

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
10-1 **Time Sequence**—pp. 337–338		
10-2 **Calendar**—pp. 339–340	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.1 Count to 100 by ones and by tens.
10-3 **Calendar: Yesterday, Today, Tomorrow**—pp. 341–342		K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	Lesson 15 **Add Two-Digit Numbers**—pp. 128–135	1.NBT.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.
10-4 **Seasons**—pp. 343–344		
10-5 **More Time, Less Time**—pp. 345–346		
10-6 **Time on the Hour**—pp. 349–350		
10-7 **Tell the Time**—pp. 351–352		
10-8 **Problem Solving Strategy: Use a Model**—pp. 353–354		

Chapter 11 Measurement

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
11-1 **Compare by Size**—pp. 365–366	**Lesson 39** **Describe Measurements**—pp. 187–190	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11-2 **Compare by Length**—pp. 367–368		
11-3 **Order by Length**—pp. 369–370	**Lesson 40** **Compare Measurements**—pp. 191–194	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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
11-4 **Compare by Height**—pp. 371–372		
11-5 **Measure Length**—pp. 373–374	**Lesson 39** **Describe Measurements**—pp. 187–190	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11-6 **Measure Distance Around**—pp. 375–376		
11-7 **Weight: Heavier or Lighter**—pp. 379–380	**Lesson 39** **Describe Measurements**—pp. 187–190	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11-8 **Order by Weight**—pp. 381–382		
11-9 **Holds More or Holds Less**—pp. 383–384	**Lesson 40** **Compare Measurements**—pp. 191–194	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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
11-10 **Order by Capacity**—pp. 385–386		
***11-10A** **Multiple Measureable Attributes**—Online	**Lesson 39** **Describe Measurements**—pp. 187–190	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11-11 **Temperature**—pp. 387–388		
11-12 **Problem Solving Strategy: Make a Graph**—pp. 389–390		

Chapter 12 Numbers to 100

Progress in Mathematics, Kindergarten	Common Core Progress Mathematics, Kindergarten	Common Core State Standards for Mathematics, Kindergarten
12-1 **Count to 100**—pp. 405–406	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	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).
***12-1A** **Count Forward to 100**—Online ***12-1B** **Recognize Counting Patterns**—Online **12-2** **Explore Tens**—pp. 407–408	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.1 Count to 100 by ones and by tens.
12-3 **Explore Tens and Ones**—pp. 409–410 ***12-3A** **Make Teen Numbers**—Online	**Lesson 37** **Make and Break Apart 11 to 19**—pp. 171–174	K.NBT.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
12-4 **Count by 2s**—pp. 413–414 **12-5** **Count by 5s**—pp. 415–416		
12-6 **Count by 10s**—pp. 417–418	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178	K.CC.1 Count to 100 by ones and by tens.
12-7 **Odd or Even**—pp. 419–420 **12-8** **Problem Solving Strategy: Make a Table**—pp. 421–422		