

Publisher/Developer: MIND Education
Program Title: InsightMath California
Components: Digital Teacher Guide (DTG) [GK_U01_L1
(Grade K, Unit 1, Lesson 1), GK_U01_Inv (Grade K, Unit 1,

Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

Approved by the State Board of Education January 18, 2024
Page 1 of 14

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Kindergarten

Organization Around Major Conceptual Ideas

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

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

¹ The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Mathematics is a way to think about and describe the world.	How many? Bigger or equal? Being flexible within 10 Model with numbers	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.G.1, K.G.2, K.MD.1, K.MD.2, K.NBT.1, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5 Mathematics is introduced as a way to think, describe, and represent situations in the world across mathematical domains.			
A number represents a fixed quantity, with each being one more than the previous number in the count sequence.	How many? Bigger or equal? Place and position of numbers	K.CC.1, K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.G.1 Counting becomes understood as the method to determine how many, and the count of a set as the basis for comparison. The count sequence becomes a tool for determining how many and making comparisons.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Numbers are composed of other numbers.	Being flexible within 10 Model with numbers	K.CC.2, K.CC.3, K.CC.5, K.G.1, K.G.4, K. MD.3, K.OA.1 Describing and representing sets as a total or as parts in different ways builds foundational number sense and paves the way connecting counting to addition and subtraction.			
Addition and subtraction are the mathematics of parts and totals.	Being flexible within 10 Model with numbers	K.CC.1, K.CC.2, K.CC.6, K.CC.7, K.G.1, K.OA.1, K.OA.2 Addition and subtraction are introduced as ways to describe situations of adding to or taking from mathematically.			
Objects can be named, sorted, and compared based on particular attributes.	Shapes in the world Making shapes from parts Sort and describe data Being flexible within 10 Bigger or equal?	K.CC.1, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6, K.MD.1, K.MD.2, K.MD.3 Counting and comparison principles are applied to describe, categorize, and compare shapes and objects.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Addition and subtraction can be used to show how numbers can be composed and decomposed in various ways without changing the total.	Model with numbers Being flexible within 10	K.G.2, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5 Addition and subtraction schemas are extended to total unknown situations in which numbers can be composed and decomposed in a variety of ways.			
The base-10 number system relies on identifying and composing groups of 10.	Place and position of numbers Model with numbers How many?	K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.G.1, K.NBT.1 Examining patterns in the count sequence, numerals, and number pairs supports building a place value schema.			
Asking questions and using data to critically answer those questions help to make sense of the world.	Sort and describe data How many? Model with numbers	K.CC.2, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.G.1, K.MD.3, K.NBT.1, K.OA.2 Counting and comparison principles are applied to describe, sort, and compare sets and votes in order to obtain information and make decisions.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

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

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG GK U03 L09 (E3→WT1) DPG GK U04 L07 (E2→E5) DPG GK U06 L16 (E1→E4) DPG GK U07 L04 (E2→E5) DPG GK U09 L04 (E2→RC1)			
MP.2	Reason abstractly and quantitatively.	DPG GK U02 L07 (E3, E5→E6) DPG GK U06 L01 (E2, E4, E6→E7) DPG GK U06 L15 (E2) DPG GK U09 L11 (E4→RC1) DPG GK U09 L15 (E3→E5, RC1)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG GK U01 L10 (L3, E2) DPG GK U05 L04 (E2→RC1, WT1) DPG GK U05 L14 (E5→E6) DPG GK U06 L05 (E2→E4) DPG GK U09 L01 (E3→E6)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.4	Model with mathematics.	DPG GK U04 L15 (E2→RC1) DPG GK U06 L02 (E6→RC1) DPG GK U06 L04 (E4→E5) DPG GK U06 L17 (E2→E4) DPG GK U09 L15 (E3→E5)			
MP.5	Use appropriate tools strategically.	DPG GK U04 L15 (E2→WT2) DPG GK U05 L17 (E5→E6) DPG GK U06 L11 (E2) DPG GK U06 L15 (E2) DPG GK U09 L12 (E2)			
MP.6	Attend to precision.	DPG GK U01 L08 (E5) DPG GK U02 L13 (E2→E3) DPG GK U03 L03 (E2→E4) DPG GK U05 L05 (E2→RC1) DPG GK U09 L16 (E3→RC1)			
MP.7	Look for and make use of structure.	DPG GK U01 L12 (E1→RC1) DPG GK U02 L02 (E2→E5, RC1) DPG GK U03 L08 (E1→E3, E6→E8) DPG GK U06 L01 (E3→E4, E6→E7) DPG GK U07 L07 (E2→E7)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.8	Look for and express regularity in repeated reasoning.	DPG GK U01 L16 (E1→E5) DPG GK U02 L15 (E3→E5) DPG GK U06 L07 (E3→RC1) DPG GK U08 L03 (E4→RC1) DPG GK U09 L06 (E2, E5→E6)			

Grade-level Content Standards

Domain: Counting and Cardinality

Cluster: Know number names and the count sequence.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.CC.1	Count to 100 by ones and by tens.	DPG GK U01 L01 DPG GK U01 L15 DPG GK U01 L19 DPG GK U07 L08 DPG GK U07 L09			
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	DPG GK U03 L02 DPG GK U03 L06 DPG GK U08 L02 (L1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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).	DPG GK U02 L08 DPG GK U07 L06 DPG GK U09 L03			

Cluster: Count to tell the number of objects.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.CC.4a	Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	DPG GK U01 L14 DPG GK U01 L18 DPG GK U02 L05			
K.CC.4b	Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	DPG GK U02 L01 DPG GK U02 L04 DPG GK U02 L09 DPG GK U09 L01			
K.CC.4c	Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.	DPG GK U02 L15 DPG GK U02 L19 DPG GK U09 L09			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG GK U02 L09 DPG GK U07 L01 DPG GK U07 L04 DPG GK U09 L01			

Cluster: Compare numbers.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	DPG GK U02 L03 DPG GK U02 L14 DPG GK U02 L18 DPG GK U08 L01			
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	DPG GK U02 L19 DPG GK U09 L02 DPG GK U09 L03			

Domain: Operations and Algebraic Thinking

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

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds, acting out situations, verbal explanations, expressions, or equations.	DPG GK U04 L02 DPG GK U04 L11 DPG GK U04 L16 DPG GK U06 L11 DPG GK U09 L10			
K.OA.2	Solve addition and subtraction word problems and add and subtract within 10.	DPG GK U04 L15 DPG GK U06 L15 DPG GK U09 L12 DPG GK U09 L14			
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way.	DPG GK U06 L07 DPG GK U06 L14 DPG GK U09 L13			
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number.	DPG GK U06 L08 DPG GK U06 L16 DPG GK U09 L13			
K.OA.5	Fluently add and subtract within 5.	DPG GK U06 L07 DPG GK U06 L14 DPG GK U09 L04 DPG GK U09 L05			

² Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards).

Domain: Number and Operations in Base Ten**Cluster: Work with numbers 11–19 to gain foundations for place value.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	DPG GK U07 L04 DPG GK U07 L05 DPG GK U09 L01			

Domain: Measurement and Data**Cluster: Describe and compare measurable attributes.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	DPG GK U01 L06 DPG GK U05 L03 DPG GK U05 L04			
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.	DPG GK U01 L06 DPG GK U05 L03 DPG GK U05 L04			

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

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ³	DPG GK U03 L02 DPG GK U08 L01 DPG GK U08 L03 DPG GK U08 L04			

Domain: Geometry

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

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.G.1	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .	DPG GK U03 L04 DPG GK U05 L05 PP GK U05 L05			
K.G.2	Correctly name shapes regardless of their orientations or overall size.	DPG GK U05 L06 DPG GK U05 L10 DPG GK U05 L14			
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	DPG GK U05 L13 DPG GK U05 L14 DPG GK U05 L18 DPG GK U08 L01			

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

How does the program address this aspect of the domain?

³ Limit category counts to be less than or equal to 10.

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.	DPG GK U05 L06 DPG GK U05 L13 DPG GK U05 L18			
K.G.5	Model shapes in the world by building shapes from components.	DPG GK U05 L08 DPG GK U05 L11 DPG GK U05 L17			
K.G.6	Compose simple shapes to form larger shapes.	DPG GK U05 L12 DPG GK U05 L16 PB GK U05 L15			

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

California Department of Education, October 2024

Components: Digital Planning Guide (DPG) [G1_U01_L1 (Grade 1, Unit 1, Lesson 1), G1_U01_Inv (Grade 1, Unit 1, Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Grade One

Organization Around Major Conceptual Ideas

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Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Addition and subtraction are the mathematics of parts and totals.	Equal expressions	1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8 The operations of addition and subtraction are connected to one another, to symbolic representation, and to problem solving to connect the OA clusters.			
Addition and subtraction can help to describe and solve word problems.	Equal expressions Reasoning about equality Make sense of data	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.4 Problem solving draws on skills with the operations of addition and subtraction, literal and more abstract modeling, and symbolic representation to connect the OA clusters.			
Comparing and measuring length helps to describe and analyze objects and their relationships among other objects.	Measuring with objects Make sense of data	1.MD.1, 1.MD.2 The counting of discrete length units connects to understanding of counting and cardinality including comparing of numbers built in kindergarten.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
The base ten place value system provides a structure to represent all numbers symbolically using the same 10 digits.	Tens and ones Reasoning about equality	1.NBT.1, 1.NBT.2, 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c, 1.NBT.5 Extension of the count sequence is approached through examination of patterns tied to place value.			
Reasoning about equality helps to add and subtract efficiently.	Equal expressions Tens and ones Reasoning about equality	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.D.7, 1.OA.8, 1.NBT.2, 1.NBT.2.a, 1.NBT.2.b Place value understanding is leveraged and reasoning about equality is developed to support addition and subtraction strategies using anchors with particular emphasis on 10. Understanding length measurement supports using length models for addition and subtraction.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Asking questions, and using data to critically answer those questions, help to make sense of the world.	Make sense of data Equal expressions Reasoning about equality	1.MD.4, 1.OA.1 Problem solving is approached through the context of data. Comparing the length of bars on bar graphs allows students to find differences and begin solving "how many more" and "how many fewer" questions while interpreting meaning in context.			
Understanding the value of a two-digit number relies on understanding the value of each digit.	Tens and ones Reasoning about equality	1.OA.3, 1.OA.5, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.B.2, 1.NBT.3, 1.NBT.4, 1.NBT.5 Place value understanding is leveraged to compare numbers based on meanings of the tens and ones digit and to reason about equality.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Applying place-value understanding helps to add and subtract efficiently and use estimation to determine reasonableness.	Tens and ones Equal expressions Reasoning about equality	1.OA.3, 1.OA.5, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 Place value understanding is leveraged to develop strategies to add and subtract beyond 20 and to reason about equality in situations where ones are used to make a new ten.			
Names and defining attributes of shapes are determined by how their component parts are put together.	Equal parts inside shapes	1.G.1, 1.G.2 Describing the parts and the whole and notions of equality are extended to geometric shapes.			
Wholes and parts of wholes can be named by the number of equal-size parts which compose them.	Equal parts inside shapes Clocks and time Make sense of data	1.MD.3, 1.MD.4, 1.G.2, 1.G.3, Concepts of composing and decomposing and equal groups are extended to shapes. Partitioning of shapes, and circles in particular, supports interpreting time on a clock.			

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Standards for Mathematical Practice

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MP.1	Make sense of problems and persevere in solving them.	DPG G1 U02 L06 (E1) DPG G1 U04 L05 (E1→E7) DPG G1 U06 L09 (E3→RC1) DPG G1 U08 L05 (E1→E2) DPG G1 U09 L11 (E4→E6)			
MP.2	Reason abstractly and quantitatively.	DPG G1 U01 L11 (E1→E6) DPG G1 U06 L12 (E1→E3, RC1) DPG G1 U07 L01 (E3→E6) DPG G1 U07 L12 (E3→E8) DPG G1 U09 L05 (E2→RC1)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G1 U01 L10 (E2→RC1) DPG G1 U03 L04 (E7→E9) DPG G1 U06 L05 (E4, E7→E9) DPG G1 U07 L06 (E2→E4, E6→E8) DPG G1 U09 L10 (E2→RC1)			
MP.4	Model with mathematics.	DPG G1 U02 L02 (E1→E3) DPG G1 U02 L08 (E1→E4) DPG G1 U05 L13 (E1→E2) DPG G1 U06 L13 (E3→E4) DPG G1 U07 L13 (E2→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.5	Use appropriate tools strategically.	DPG G1 U01 L16 (E2, E6) DPG G1 U04 L14 (E1) DPG G1 U05 L14 (E1→E4) DPG G1 U08 L09 (E1→E3) DPG G1 U11 L05 (E1→E2)			
MP.6	Attend to precision.	DPG G1 U03 L02 (E3→RC1) DPG G1 U03 L07 (E2→RC1) DPG G1 U07 L09 (E2→E4) DPG G1 U10 L02 (E2→RC1) DPG G1 U11 L01 (E1→E2, E5→E6, E9→E10)			
MP.7	Look for and make use of structure.	DPG G1 U01 L09 (E1→E5) DPG G1 U04 L08 (E1→E2) DPG G1 U05 L01 (E1→RC2) DPG G1 U08 L10 (E1→E3) DPG G1 U11 L09 (E1→E5, E10)			
MP.8	Look for and express regularity in repeated reasoning.	DPG G1 U01 L10 (E2→RC1) DPG G1 U02 L01 (E1→E6) DPG G1 U05 L04 (E1→RC1) DPG G1 U08 L02 (E2→RC2) DPG G1 U09 L07 (E1→E4)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Represent and solve problems involving addition and subtraction.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.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.	<p>Add to, result unknown: DPG G1_U01_L03 DPG G1_U02_L02 DPG G1_U02_L08 (E1)</p> <p>Add to, change unknown: DPG G1_U02_L10 DPG G1_U02_L11 (E3)</p> <p>Add to, start unknown (mastery not expected until G2): DPG G1_U07_L08</p> <p>Take from, result unknown: DPG G1_U01_L07 DPG G1_U02_L07 (E3, E5) DPG G1_U07_L12</p> <p>Take from, change unknown: DPG G1_U02_L09 DPG G1_U05_L13(E2)</p> <p>Take from, start unknown (mastery not expected until G2): DPG G1_U07_L09</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		<p>Put together/take apart, total unknown: DPG G1 U01 L11 DPG G1 U02 L06</p> <p>Put together/take apart, both addends unknown: DPG G1 U01 L12 DPG G1 U02 L03 DPG G1 U07 L13</p> <p>Put together/take apart, addend unknown: DPG G1 U02 L04 DPG G1 U02 L06 DPG G1 U05 L15 (E3)</p> <p>Compare, difference unknown: DPG G1 U06 L04 DPG G1 U06 L07 DPG G1 U07 L01</p> <p>Compare, bigger unknown: DPG G1 U07 L04 DPG G1 U07 L06 DPG G1 U07 L11</p> <p>Compare, smaller unknown: DPG G1 U07 L05 DPG G1 U07 L07 DPG G1 U07 L11</p>			
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	DPG G1 U02 L02 PP G1 U02 L02 DPG G1 U05 L01 DPG G1 U05 L09 PP G1 U05 L09 PP G1 U09 L03			

Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.
 How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.3	Apply properties of operations as strategies to add and subtract. ²	Inverse concept: DPG G1 U01 L10 Commutative property: DPG G1 U01 L13 DPG G1 U02 L07 (E2 Argumenteer) DPG G1 U09 L06 Associative property: DPG G1 U05 L3 DPG G1 U05 L07 DPG G1 U05 L08 Identity property: DPG G1 U01 L03 (E4→E5) DPG G1 U01 L10 DPG G1 U08 L05 (E2)			
1.OA.4	Understand subtraction as an unknown-addend problem.	DPG G1 U01 L16 DPG G1 U01 L17 DPG G1 U05 L12 DPG G1 U07 L03			

² Students need not use formal terms for these properties.

Cluster: Add and subtract within 20.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.5	Relate counting to addition and subtraction.	To addition: DPG G1_U01_L06 DPG G1_U02_L07 (E2) DPG G1_U08_L02 To subtraction: DPG G1_U01_L09 DPG G1_U02_L07 (E4, E6) DPG G1_U08_L02			

1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	<p>Counting on: DPG G1_U01_L05 DPG G1_U01_L06 DPG G1_U07_L02</p> <p>Counting back/counting remaining: DPG G1_U01_L08 DPG G1_U01_L09 DPG G1_U07_L05 (E4 Argumenteer)</p> <p>Near doubles: DPG G1_U05_L04 DPG G1_U07_L02 (E4 Argumenteer 3) DPG G1_U07_L03 (L1→L4) DPG G1_U07_L04 (E5 Argumenteer 2, RC1)</p> <p>Making ten: DPG G1_U01_L14 DPG G1_U5_L07 DPG G1_U07_L02 (E4 Argumenteer 2)</p> <p>Decomposing a number leading to a ten (addition): DPG G1_U05_L06 (E3→E4) DPG G1_U05_L08</p> <p>Decomposing a number leading to a ten (subtraction): DPG G1_U05_L06 (E5→E6, E9→E10) DPG G1_U05_L10</p>			
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Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		<p>Relationship between add/sub: DPG G1 U01 L16 DPG G1 U02 L07 (E6 Argumenteer 2)</p> <p>Creating equivalent but easier or known sums: DPG G1 U07 L04 (E5 Argumenteer 2)</p> <p>General: DPG G1 U05 L15 DPG G1 U07 L13</p>			

Cluster: Work with addition and subtraction equations.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	DPG G1 U05 L03 DPG G1 U05 L04 DPG G1 U08 L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	<p>$a + b = \underline{\quad}$: DPG G1 U05 L04 DPG G1 U05 L14 (E1) DPG G1 U07 L04 (RC1)</p> <p>$\underline{\quad} + b = c$: DPG G1 U01 L17 DPG G1 U07 L08 (RC1) DPG G1 U08 L05</p> <p>$a + \underline{\quad} = c$: DPG G1 U07 L02 DPG G1 U08 L04 DPG G1 U09 L07</p> <p>$\underline{\quad} + \underline{\quad} = c$: DPG G1 U02 L01 DPG G1 U02 L03</p> <p>$a - b = \underline{\quad}$: DPG G1 U01 L17 DPG G1 U05 L14 (E2) DPG G1 U07 L02</p> <p>$\underline{\quad} - b = c$: DPG G1 U07 L09 (RC1) DPG G1 U08 L05</p> <p>$a - \underline{\quad} = c$: DPG G1 U01 L17 DPG G1 U08 L04 DPG G1 U08 L05</p>			

Domain: Number and Operations in Base Ten

Cluster: Extend the counting sequence.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.NBT.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.	DPG G1 U04 L12 DPG G1 U08 L06 (L1→L2) DPG G1 U09 L05			

Cluster: Understand place value.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.NBT.2a	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones—called a “ten.”	DPG G1 U04 L04 DPG G1 U04 L06 (L1) DPG G1 U05 L05			
1.NBT.2b	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	DPG G1 U04 L01 DPG G1 U04 L02 DPG G1 U05 L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.NBT.2c	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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).	DPG G1 U04 L04 DPG G1 U04 L07 (E5) DPG G1 U09 L04			
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	DPG G1 U08 L08 DPG G1 U08 L09 DPG G1 U08 L10			

Cluster: Use place value understanding and properties of operations to add and subtract.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	<p>Two-digit + one-digit: DPG G1 U09 L04 DPG G1 U09 L07 DPG G1 U09 L08</p> <p>Two-digit + multiple of 10: DPG G1 U09 L02 DPG G1 U09 L10 DPG G1 U09 L11</p> <p>Relate strategy to written method: DPG G1 U09 L09 (E3, E6)</p> <p>Understand that one adds tens and tens, ones and ones: DPG G1 U08 L01 DPG G1 U08 L03 DPG G1 U09 L02</p> <p>Understand that sometimes it is necessary to compose a ten: DPG G1 U09 L08 DPG G1 U09 L09</p>			
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	DPG G1 U04 L14 DPG G1 U08 L03 DPG G1 U08 L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.NBT.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 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.	DPG G1 U09 L02 DPG G1 U09 L11 PP G1 U10 L05 PP G1 U11 L07			

Domain: Measurement and Data

Cluster: Measure lengths indirectly and by iterating length units.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Direct comparison: DPG G1 U03 L01 DPG G1 U03 L02 Indirect comparison: DPG G1 U03 L03 DPG G1 U03 L04 DPG G1 U03 L10			
1.MD.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;	DPG G1 U03 L05 DPG G1 U03 L07 DPG G1 U03 L08 DPG G1 U03 L09			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
	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>				

Cluster: Tell and write time.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	DPG G1 U11 L08 DPG G1 U11 L09 DPG G1_U11_L10			

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.MD.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.	<p>Organize: DPG G1_U06_L01 DPG G1_U06_L02 DPG G1_U06_L03</p> <p>Represent: DPG G1_U06_L05 (E7) DPG G1_U06_L06 (E4) DPG G1_U06_L08 (E3, E7)</p> <p>Interpret: DPG G1_U06_L11 DPG G1_U06_L13 (E4) DPG G1_U11_L10</p> <p>Total number of data points: DPG G1_U06_L02 (E1, RC1) DPG G1_U06_L3 (E8) DPG G1_U06_L12 (E2)</p> <p>How many in each category: DPG G1_U06_L3 (E5) DPG G1_U06_L09 (E2) DPG G1_U06_L12 (E1)</p> <p>How many more or less: DPG G1_U06_L07 DPG G1_U06_L09 (E2) DPG G1_U06_L11 DPG G1_U07_L10</p>			

Domain: Geometry

Cluster: Reason with shapes and their attributes.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.G.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.	Distinguish between defining and non-defining attributes: DPG G1 U10 L01 DPG G1 U10 L03 DPG G1 U10 L05 Build and draw shapes: DPG G1 U10 L03 DPG G1 U10 L04 DPG G1 U10 L05			
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. ³	2D: DPG G1 U10 L07 DPG G1 U10 L08 DPG G1 U10 L09 3D: DPG G1 U10 L11			
1.G.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,	Partition and describe the shares: DPG G1 U11 L01 DPG G1 U11 L02 DPG G1 U11 L05 Describe the whole as two/four of the shares:			

³ Students do not need to learn formal names such as “right rectangular prism.”

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
	or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	DPG G1 U11 L03 DPG G1 U11 L05 Understanding relationship between size and number of shares: DPG G1 U11 L03			

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

California Department of Education, October 2024

Components: Digital Planning Guide (DPG) [G2_U01_L1 (Grade 2, Unit 1, Lesson 1), G2_U01_Inv (Grade 2, Unit 1, Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Grade Two

Organization Around Major Conceptual Ideas

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

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

¹ The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Measuring length with standardized units and tools helps to communicate precisely, compare lengths, and solve problems.</p>	<p>Measure and compare objects Problem solving with measure Represent Data</p>	<p>2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.9, Students extend their understanding of length measurement to use standard units of measurement using tools. These standard units become benchmarks students use to estimate length. They solve problems involving length and represent length measurement on dot plots.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>The number line is a powerful tool that can show magnitudes of and relationships between numbers.</p>	<p>Number strategies Skip counting to 1000 Problem solving with measure Represent Data</p>	<p>2.MD.6, 2.MD.10, 2.NBT.2, 2.NBT.5, 2.OA.1, 2.OA.2</p> <p>Students represent whole numbers as lengths using number lines. They use the number line as a model to compare numbers, add, and subtract, practicing fluency within 20. They explore skip counting on the number line and recall place value concepts with tens and ones. They problem solve in a variety of scenarios, including where information is presented on graphs.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Fluently solving addition and subtraction problems relies on flexibly selecting models and strategies.	Number strategies Problem solving with measure Skip counting to 1000	2.MD.5, 2.MD.6, 2.NBT.2, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.7.1, 2.NBT.9, 2.OA.1, 2.OA.2 Students apply and extend addition and subtraction strategies and understanding of place value to fluently add and subtract within 100. They estimate and problem solve, including contexts involving length measurement.			
The place value system is based on patterns, which makes expressing and working with numbers efficient.	Skip counting to 1000 Measure and compare objects Number strategies	2.MD.6, 2.NBT.1, 2.NBT.1.a, 2.NBT.1.b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8 Students extend their place value understanding to 1000. They compare numbers based on the value of their digits, using both discrete base-ten models and number lines.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Place value understanding helps to efficiently add, subtract, and estimate the reasonableness of answers.	Number strategies Skip counting to 1000	2.MD.6, 2.NBT.1, 2.NBT.2, 2.NBT.4, 2.NBT.7, 2.NBT.7.1, 2.NBT.8, 2.NBT.9 Students use place value understanding and understanding of operations to extend their addition and subtraction strategies to 1000.			
Asking questions and using data to critically answer those questions help to make sense of the world.	Number strategies Problem solving with measure Represent Data	2.MD.10, 2.NBT.2, 2.OA.1, 2.OA.2 Students apply addition and subtraction skills and strategies to problem solve in data contexts. They make estimates and inferences in context, and represent and interpret data using picture graphs and bar graphs.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Creating structured, equal groups supports visualizing numbers, counting efficiently, and understanding money.</p>	<p>Skip counting to 1000 Squares in an array Dollars and cents See fractions in shapes Represent data</p>	<p>2.G.2, 2.MD.8, 2.NBT.2, 2.OA.2, 2.OA.3, 2.OA.4</p> <p>Students explore equal group situations, using repeated addition and/or skip counting to find the number of objects in an array. They partition rectangles into squares to generate arrays, and consider related data visualizations. They also explore the value of dollars and coins and find the value of a group of coins.</p>			
<p>Wholes and parts of wholes can be named by the number of equal-sized parts that compose them.</p>	<p>Skip counting to 1000 See fractions in shapes Represent data</p>	<p>2.G.1, 2.G.3, 2.MD.1, 2.MD.7, 2.NBT.2</p> <p>Students identify and draw shapes with particular attributes. They informally explore fractions by partitioning shapes into halves, quarters, or thirds. They tell time to the nearest five minutes, recognizing fractions on the clock face and skip counting with time intervals.</p>			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

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

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G2 U02 L14 (E2→E3) DPG G2 U03 L12 (E1→E5) DPG G2 U06 L09 (E4→E8) DPG G2 U07 L08 (E1→E2) DPG G2 U08 L06 (E1→E4)			
MP.2	Reason abstractly and quantitatively.	DPG G2 U01 L14 (E3→E7) DPG G2 U02 L08 (E2→E8) DPG G2 U03 L17 (E1→E4) DPG G2 U07 L07 (E1→E2) DPG G2 U08 L14 (E1→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G2 U01 L08 (E1→E3) DPG G2 U03 L10 (E1→E4) DPG G2 U04 L12 (E1→RC1) DPG G2 U07 L02 (E2→E5) DPG G2 U08 L09 (E1→RC1)			
MP.4	Model with mathematics.	DPG G2 U01 L16 (E2→E3) DPG G2 U02 L20 (E1→E6) DPG G2 U03 L06 (E2→E4) DPG G2 U05 L03 (E3→E5) DPG G2 U05 L11 (E2→E6)			
MP.5	Use appropriate tools strategically.	DPG G2 U01 L09 (E1, E3→RC1) DPG G2 U02 L03 (E1→E2) DPG G2 U03 L09 (E1→E2) DPG G2 U03 L18 (E1→E3) DPG G2 U06 L11 (E3→E4)			
MP.6	Attend to precision.	DPG G2 U01 L01 (E2→E4) DPG G2 U01 L16 (E1→RC1) DPG G2 U07 L05 (E1→E3) DPG G2 U07 L13 (L1→L2, E3→E4) DPG G2 U08 L02 (E1→E2)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.7	Look for and make use of structure.	DPG G2 U02 L02 (E1→E6) DPG G2 U04 L12 (E2→RC1) DPG G2 U05 L04 (E4→RC1) DPG G2 U07 L04 (E1→E3) DPG G2 U08 L11 (E1→E3)			
MP.8	Look for and express regularity in repeated reasoning.	DPG G2 U02 L15 (E2→E3) DPG G2 U03 L09 (E1→RC1) DPG G2 U04 L06 (E1→E2) DPG G2 U05 L12 (E3→E5) DPG G2 U07 L01 (E1→RC1)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Represent and solve problems involving addition and subtraction.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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2.OA.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.	<p>Adding to (result unknown): DPG G2 U02 L08 DPG G2 U02 L20 DPG G2 U03 L11</p> <p>Adding to (change unknown): DPG G2 U02 L09 DPG G2 U02 L19 DPG G2 U02 L20</p> <p>Adding to (start unknown): DPG G2 U03 L14 PP G2 U03 L14</p> <p>Taking from (result unknown): DPG G2 U02 L08 DPG G2 U03 L06 DPG G2 U03 L16</p> <p>Taking from (change unknown): DPG G2 U02 L10 DPG G2 U02 L19 DPG G2 U03 L16</p> <p>Taking from (start unknown): DPG G2 U03 L15 PP G2 U03 L19</p> <p>Putting together: PP G2 U01 L13 PP G2 U02 L03</p>			
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Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		<p>Taking apart: DPG G2 U03 L12 DPG G2 U03 L16</p> <p>Comparing (difference unknown): DPG G2 U02 L11 DPG G2 U02 L14</p> <p>Comparing (larger part unknown): DPG G2 U02 L12 DPG G2 U02 L13 DPG G2 U02 L14</p> <p>Comparing (smaller part unknown): DPG G2 U02 L12 DPG G2 U02 L13 DPG G2 U02 L14</p> <p>Two-steps: DPG G2 U03 L18 DPG G2 U03 L19 DPG G2 U06 L10 (E6)</p>			

Cluster: Add and subtract within 20.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.OA.2	Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.	DPG G2 U02 L08 DPG G2 U02 L09 DPG G2 U02 L14			

Cluster: Work with equal groups of objects to gain foundations for multiplication.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members.	DPG G2 U07 L01 DPG G2 U07 L02 DPG G2 U07 L03			
2.OA.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.	DPG G2 U07 L03 DPG G2 U07 L07 DPG G2 U07 L08			

² See standard 1.OA.6 for a list of mental strategies.

Domain: Number and Operations in Base Ten

Cluster: Understand place value.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.NBT.1a	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as a special case: 100 can be thought of as a bundle of ten tens—called a “hundred.”	DPG G2 U04 L02 DPG G2 U04 L03 DPG G2 U04 L09			
2.NBT.1b	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as a special case: 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 and 0 ones).	DPG G2 U04 L03 DPG G2 U04 L04 DPG G2 U04 L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.NBT.2	Count within 1000; skip-count by 2s, 5s, 10s, and 100s.	1s: DPG G2 U04 L06 DPG G2 U05 L08 (L1a-b) 2s: DPG G2 U06 L04 (E5) DPG G2 U07 L02 5s: DPG G2 U02 L16 DPG G2 U02 L18 DPG G2 U07 L06 10s: DPG G2 U02 L16 DPG G2 U04 L06 DPG G2 U05 L08 (L1a→L1b) DPG G2 U07 L06 100s: DPG G2 U04 L03 (L1) DPG G2 U04 L06			
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	DPG G2 U04 L04 DPG G2 U04 L07 DPG G2 U04 L10			
2.NBT.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.	DPG G2 U04 L12 DPG G2 U04 L13 DPG G2 U04 L15			

Cluster: Use place value understanding and properties of operations to add and subtract.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<p>Sequential PV strategies: DPG G2_U02_L17 DPG G2_U03_L01 DPG G2_U03_L06</p> <p>Decomposition PV strategies: DPG G2_U03_L02 DPG G2_U03_L05 DPG G2_U03_L09</p> <p>Compensation: DPG G2_U03_L04 DPG G2_U03_L07 DPG G2_U03_L16 (E2 Argumenteer)</p> <p>Properties of operations: DPG G2_U02_L18 (E2, RC1) DPG G2_U03_L03 (E4b) DPG G2_U03_L10</p> <p>Relationship between add/sub: DPG G2_U02_L11 (RC1) DPG G2_U03_L13 DPG G2_U03_L14</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	PV strategies: DPG G2 U03 L08 DPG G2 U03 L09 DPG G2 U03 L10 Properties of operations: DPG G2 U03 L09 DPG G2 U03 L10 General: DPG G2 U05 L07			

<p>2.NBT.7</p>	<p>Add and subtract within 1000, 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. 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.</p>	<p>Sequential strategies: DPG G2_U05_L02 (add) DPG G2_U05_L05 (sub) DPG G2_U05_L08 (E2 Argumenteer 1, E4 Argumenteer 1) (add) G2_U05_L09 (sub)</p> <p>Decomposition strategies: DPG G2_U05_L01 DPG G2_U05_L03 DPG G2_U05_L06 DPG G2_U05_L10</p> <p>Properties of operations: DPG G2_U05_L08 (E2 Argumenteer 1) DPG G2_U05_L10 (RC1)</p> <p>Relationship between add/sub: DPG G2_U05_L05 (E4 Argumenteer 1) DPG G2_U05_L09 (E4a Argumenteer 1) DPG G2_U05_L11 (E5 Argumenteer 2)</p> <p>Relate strategy to written method: DPG G2_U05_L02 DPG G2_U05_L08 (E3 Argumenteer 1, E4 Argumenteer 1) G2_U05_L09 (E4a Argumenteer 2-3) DPG G2_U05_L15 (RC1)</p>			
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Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		Understand hundreds and hundreds/ tens and tens/ ones and ones: DPG G2 U05 L01 DPG G2 U05 L02 DPG G2 U05 L16 Sometimes it is necessary to compose/decompose a ten/hundred: DPG G2 U05 L11 DPG G2 U05 L13 DPG G2 U05 L14 DPG G2 U05 L15 Various strategies: DPG G2 U05 L13 DPG G2 U05 L16 DPG G2 U05 L18			
2.NBT.7.1	Use estimation strategies to make reasonable estimates in problem solving	DPG G2 U03 L08 DPG G2 U05 L10 DPG G2 U05 L17			
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	DPG G2 U04 L04 DPG G2 U05 L01 DPG G2 U05 L02 DPG G2 U05 L10			
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. ³	DPG G2 U03 L01 DPG G2 U03 L12 DPG G2 U05 L08 DPG G2 U05 L15 (RC1) DPG G2 U05 L17 (RC1)			

³ Explanations may be supported by drawings or objects.

Domain: Measurement and Data

Cluster: Measure and estimate lengths in standard units.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	DPG G2 U01 L01 DPG G2 U01 L06 DPG G2 U01 L10 DPG G2 U01 L16			
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Measure twice: DPG G2 U01 L02 DPG G2 U01 L03 Describe how the measurements relate to unit size: DPG G2 U01 L03 DPG G2 U01 L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Nonstandard units: DPG G2 U01 L00 Centimeters: DPG G2 U01 L06 DPG G2 U01 L09 Inches: DPG G2 U01 L07 DPG G2 U01 L08 Feet: DPG G2 U01 L09 DPG G2 U01 L10 Meters: DPG G2 U01 L09 DPG G2 U01 L10			
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	DPG G2 U01 L13 DPG G2 U01 L14 DPG G2 U01 L15			

Cluster: Relate addition and subtraction to length.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.	DPG G2 U01 L14 DPG G2 U01 L16 DPG G2 U03 L13 DPG G2 U03 L14			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.6	Represent whole numbers as lengths from 0 on a number line 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.	Whole numbers: DPG G2_U02_L02 DPG G2_U02_L15 DPG G2_U04_L14 Sums and differences: DPG G2_U02_L07 DPG G2_U02_L08 DPG G2_U02_L19 DPG G2_U03_L06			

Cluster: Work with time and money.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time.	Tell and write time and relationships between minutes and hours: DPG G2_U08_L11 DPG G2_U08_L13 DPG G2_U08_L14 Relationships of time - other: DPG G2_U08_L15			
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	DPG G2_U07_L12 DPG G2_U07_L13 DPG G2_U07_L14			

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.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.	Generate data: DPG G2_U01_L12 DPG G2_U01_L11 (WT1) Show on line plot: DPG G2_U01_L11 DPG G2_U01_L11 (WT1) DPG G2_U01_L12			
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to 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.	Draw picture graph: DPG G2_U06_L01 DPG G2_U06_L02 PB G2_U06_L01 Draw bar graph: DPG G2_U02_L11 DPG G2_U06_L04 DPG G2_U06_L09 Solve problems: DPG G2_U02_L11 DPG G2_U06_L04 DPG G2_U06_L07 DPG G2_U06_L09			

Domain: Geometry

Cluster: Reason with shapes and their attributes.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁴ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	DPG G2_U08_L01 DPG G2_U08_L02 DPG G2_U08_L03 DPG G2_U08_L04			
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	DPG G2_U07_L10 PP G2_U07_L10			
2.G.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 shares of identical wholes need not have the same shape.	DPG G2_U08_L05 DPG G2_U08_L07 DPG G2_U08_L08 DPG G2_U08_L09			

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

California Department of Education, October 2024

⁴ Sizes are compared directly or visually, not compared by measuring.

Publisher/Developer: MIND Education

Program Title: InsightMath California

Components: Digital Planning Guide (DPG) [G3_U01_L1 (Grade 3, Unit 1, Lesson 1), G3_U01_Inv (Grade 3, Unit 1,

Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

Approved by the State Board of Education January 18, 2024

Page 1 of 34

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Grade Three

Organization Around Major Conceptual Ideas

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

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

¹ The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Multiplication and division are the mathematics of equal groups.	Number flexibility to 100 for all four operations Patterns in four operations	3.MD.3, 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9 The introduction of multiplication and division concepts builds on students' work with repeated addition. Investigations of arithmetic patterns and the scale of picture graphs are paired with early fluency targets for known multiplication facts and skip counting.			
Area is a way to describe and quantify two-dimensional space.	Square tiles Number flexibility to 100 for all four operations	3.MD.5, 3.MD.5.a, 3.MD.5.b, 3.MD.6, 3.MD.7.a, 3.MD.7.b, 3.MD.7.d, 3.OA.1, 3.OA.3, 3.OA.7, Tiling unit squares to find the area of rectangles connects to students' existing schema of arrays so they can justify using multiplication to determine area.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Relating known facts and using flexible models and strategies can help to multiply and divide efficiently and fluently.</p>	<p>Number flexibility to 100 for all four operations Patterns in four operations</p>	<p>3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9, 3.MD.3, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d</p> <p>Investigations of arithmetic patterns and the scale of picture graphs are paired with the intermediate fluency targets for known multiplication facts doubles of known facts to connect data representation to multiplicative thinking. Properties of operations help to use known facts to solve more difficult, unknown products.</p>			
<p>Two-dimensional shapes can be described by many different attributes, some of which can be quantified (e.g., perimeter, area) and some of which define what the shape is called (e.g., quadrilateral).</p>	<p>Number flexibility to 100 for all four operations Analyze quadrilaterals Square tiles</p>	<p>3.MD.7, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d, 3.MD.8, 3.OA.5, 3.OA.7, 3.NBT.2, 3.G.1</p> <p>Measuring a shape in two different ways, area and perimeter, builds conceptual understanding of addition and multiplication and when to use each. Analysis of shapes is extended to classifying them by attribute.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Understanding properties and using flexible models and strategies can help to multiply and divide efficiently and fluently.	Number flexibility to 100 for all four operations Patterns in four operations Square tiles	3.MD.3, 3.MD.7, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d, 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.A.3 Investigations of arithmetic patterns and the scale of picture graphs are paired with fluency targets for known multiplication facts.			
The place value system is based on patterns, which makes expressing and working with numbers efficient.	Number flexibility to 100 for all four operations Patterns in four operations	3.NBT.1, 3.NBT.2, 3.OA.8 Two-step word problems require students to consider which of the four operations to use. Using the number line as a tool supports students' linear understanding of number in advance of placing fractions on the number line in the subsequent unit.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Fractions extend the number system to include numbers that represent equal parts of a whole.	Fractions of shape and time Unit fraction models Fractions as relationships Square tiles	3.G.2, 3.MD.5, 3.MD.5.b, 3.MD.6, 3.NF.1, 3.NF.2, 3.NF.2.a, 3.NF.2.b, 3.NF.3.c Partitioning of shapes supports students' understanding of fractions, and tiling with unit squares to determine area helps students to verify equal parts.			
Any number can be represented in an infinite number of different, but equivalent, ways.	Fractions of shape and time Unit fraction models Fractions as relationships	3.NF.2, 3.NF.2.a, 3.NF.2.b, 3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d, 3.G.2 Partitioning of shapes supports understanding fraction equivalency.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Measuring the size of an object requires choosing an appropriate attribute, tool, and unit to match the situation.</p>	<p>Represent multivariable data Measuring Unit fraction models</p>	<p>3.MD.2, 3.MD.4, 3.NF.3.a, 3.NF.3.b, 3.OA.3, 3.OA.7, 3.OA.8</p> <p>Mass and volume introduce new ways to think about size and this requires students to differentiate these from length, perimeter, and area. Rounding is done in service of estimating measurements in problems. Students apply understanding of fractions to measure length more precisely than whole units. Line plots give students a new way to represent length measurement data.</p>			
<p>Asking questions and using data to critically answer those questions help to make sense of the world.</p>	<p>Represent multivariable data Fractions of shape and time Patterns in four operations</p>	<p>3.MD.1, 3.MD.3, 3.OA.3, 3.OA.8</p> <p>Time and data presented on scaled bar graphs are used as contexts for solving problems using the four operations. Telling time on analog clocks connects to partitioning shapes and fractions.</p>			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

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

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G3 U01 L10 (E1, E3) DPG G3 U02 L08 (E1→RC1) DPG G3 U04 L08 (E1→E3) DPG G3 U04 L12 (E2→RC1) DPG G3 U06 L09 (L1→RC1)			
MP.2	Reason abstractly and quantitatively.	DPG G3 U01 L02 (E1→E6, RC1) DPG G3 U01 L08 (E1→E4) DPG G3 U03 L03 (L1→L2) DPG G3 U04 L01 (E1, E3) DPG G3 U04 L07 (E1→E2)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G3 U01 L11 (E4→RC2) DPG G3 U01 L14 (E1→E5) DPG G3 U04 L06 (L2, E2→E3, E5→RC3) DPG G3 U04 L11 (E2→RC1) DPG G3 U07 L15 (L1→L3, E2, RC1)			
MP.4	Model with mathematics.	DPG G3 U01 L02 (E1, E4, E6) DPG G3 U03 L05 (E1→E3) DPG G3 U04 L12 (E2→RC1) DPG G3 U06 L08 (E2→E5) DPG G3 U08 L06 (E1→E3)			
MP.5	Use appropriate tools strategically.	DPG G3 U03 L07 (E1→RC1) DPG G3 U08 L01 (E1, RC1) DPG G3 U08 L06 (E1→E3) DPG G3 U09 L01 (L2, E1→E2, E4, E6) DPG G3 U10 L10 (E3→E4)			
MP.6	Attend to precision.	DPG G3 U03 L01 (E1→E2, E4) DPG G3 U04 L01 (L1→E3) DPG G3 U08 L11 (E1→E2) DPG G3 U09 L01 (L2, E2, E4, E6) DPG G3 U09 L06 (E1→E3, RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.7	Look for and make use of structure.	DPG G3 U01 L09 (E3→RC1) DPG G3 U05 L05 (L3→E3) DPG G3 U07 L01 (E1→RC1) DPG G3 U07 L05 (L2→E4) DPG G3 U08 L05 (E2→RC1)			
MP.8	Look for and express regularity in repeated reasoning.	DPG G3 U01 L13 (E1→E4) DPG G3 U03 L08 (E1, E3) DPG G3 U03 L13 (L4→E1, E3→E4) DPG G3 U06 L02 (E4→E5) DPG G3 U08 L04 (E1, E3)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Represent and solve problems involving multiplication and division.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.1	Interpret products of whole numbers.	<p>Interpret with equal groups model: DPG G3 U01 L04 DPG G3 U03 L01 DPG G3 U05 L08</p> <p>Interpret with array model: DPG G3 U01 L09 DPG G3 U01 L11 DPG G3 U05 L06</p> <p>Interpret with area: DPG G3 U02 L09 DPG G3 U02 L11 PB G3 U02 L11 DPG G3 U03 L11</p>			

3.OA.2	Interpret whole-number quotients of whole numbers.	<p>Interpret with equal groups model (group size unknown): DPG G3 U01 L06 DPG G3 U01 L07 DPG G3 U01 L08</p> <p>Interpret with equal groups model (number of groups unknown): DPG G3 U01 L07 DPG G3 U01 L08 DPG G3 U03 L03</p> <p>Interpret with equal groups (number of groups or group size unknown): DPG G3 U01 L08 DPG G3 U03 L03</p> <p>Interpret with array model: DPG G3 U01 L10 (RC1) PP G3 U01 L09 PP G3 U02 L04</p>			
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	<p>Equal groups, unknown product: DPG G3 U01 L02 DPG G3 U01 L15 DPG G3 U05 L07</p> <p>Equal groups, group size unknown: DPG G3 U01 L03 DPG G3 U03 L04 DPG G3 U05 L13 (E3)</p> <p>Equal groups, number of groups unknown: DPG G3 U03 L03 DPG G3 U05 L13 (E4) DPG G3 U09 L10 (E2)</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.1	Interpret products of whole numbers.	<p>Interpret with equal groups model: DPG G3 U01 L04 DPG G3 U03 L01 DPG G3 U05 L08</p> <p>Interpret with array model: DPG G3 U01 L09 DPG G3 U01 L11 DPG G3 U05 L06</p> <p>Interpret with area: DPG G3 U02 L09 DPG G3 U02 L11 PB G3 U02 L11 DPG G3 U03 L11</p>			
		<p>Equal groups, both factors unknown: DPG G3 U01 L01 DPG G3 U01 L02 DPG G3 U05 L14</p> <p>Arrays: DPG G3 U01 L15 PP G3 U01 L09 DPG G3 U01 L10 (E1) DPG G3 U01 L10 (E3) PP G3 U01 L10</p> <p>Measurement quantities: DPG G3 U09 L10 (E2) PP G3 U05 L01 PP G3 U04 L13</p>			

3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	<p>$a \times b = \underline{\quad}$: DPG G3 U01 L05 DPG G3 U01 L11 DPG G3 U03 L01</p> <p>$\underline{\quad} \times b = c$: DPG G3 U03 L02 PB G3 U03 L11</p> <p>$a \times \underline{\quad} = c$: DPG G3 U03 L02 DPG G3 U03 L03 PB G3 U03 L11</p> <p>$\underline{\quad} \times \underline{\quad} = c$: DPG G3 U05 L09</p> <p>$a \div b = \underline{\quad}$: DPG G3 U01 L06 DPG G3 U03 L03 PB G3 U03 L11</p> <p>$a \div \underline{\quad} = c$: PP G3 U04 L04 DPG G3 U03 L05</p> <p>$\underline{\quad} \div b = c$: DPG G3 U03 L05 PB G3 U03 L11</p>			
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Cluster: Understand properties of multiplication and the relationship between multiplication and division.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.5	Apply properties of operations as strategies to multiply and divide. ²	Commutative property: DPG G3_U01_L11 DPG G3_U01_L12 DPG G3_U05_L10 Associative property: DPG G3_U05_L06 DPG G3_U05_L08 DPG G3_U05_L09 Distributive property: DPG G3_U03_L00 DPG G3_U05_L01 DPG G3_U05_L02 DPG G3_U05_L03 Identity property: DPG G3_U03_L07 Zero property: DPG G3_U03_L07 DPG G3_U03_L09 (RC2) Inverse concept: DPG G3_U05_L10			
3.OA.6	Understand division as an unknown-factor problem.	DPG G3_U03_L04 DPG G3_U03_L05 DPG G3_U03_L14 (RC1)			

² Students need not use formal terms for these properties.

Cluster: Multiply and divide within 100.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	<p>Multiplication Skip counting/ repeated addition: DPG G3 U01 L03 DPG G3 U01 L12 DPG G3 U03 L05</p> <p>Commutative property: DPG G3 U01 L12 DPG G3 U05 L10</p> <p>Associative property: DPG G3 U05 L07</p> <p>Complete number strategies: DPG G3 U03 L07 DPG G3 U03 L08 DPG G3 U03 L09</p> <p>Partitioning strategies: DPG G3 U05 L01 DPG G3 U05 L02 DPG G3 U05 L03</p> <p>Compensation strategies: DPG G3 U03 L12 DPG G3 U03 L01</p> <p>Products as known facts: DPG G3 U01 L13 DPG G3 U03 L06 (E2) DPG G3 U05 L14</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		<p>Division Fair sharing modeling: DPG G3 U01 L01 DPG G3 U01 L06 DPG G3 U01 L08</p> <p>Division as unknown factor: DPG G3 U01 L14 DPG G3 U04 L04 (E3) DPG G3 U04 L07 (E1) DPG G3 U09 L10 (E4)</p> <p>Relationship between multiplication and division: DPG G3 U05 L10</p> <p>General fluency: DPG G3 U03 L15 DPG G3 U02 L08 DPG G3 U05 L15</p>			

Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.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 mental computation and estimation strategies including rounding. ³	Two-step problems: DPG G3 U05 L11 DPG G3 U06 L10 (E3) DPG G3 U10 L07 DPG G3 U06 L04 DPG G3 U05 L14 (E3a→E3b, RC1) Letter for unknown: DPG G3 U06 L11 DPG G3 U06 L10 (E3) Reasonableness: DPG G3 U06 L11 DPG G3 U06 L04 DPG G3 U05 L14 (E3a→E3b, RC1)			
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	DPG G3 U01 L13 DPG G3 U03 L13 DPG G3 U03 L14			

³ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Domain: Number and Operations in Base Ten

Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴

How does the program address this aspect of the domain?

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	DPG G3 U06 L01 DPG G3 U06 L03 DPG G3 U06 L10			

⁴ A range of algorithms may be used.

<p>3.NBT.2</p>	<p>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.</p>	<p>Addition Sequential PV strategies: DPG G3_U06_L05 (E1→E2)</p> <p>Decomposition PV strategies/partial sums: DPG G3_U06_L06 DPG G3_U06_L07</p> <p>Compensation: DPG G3_U06_L05 (E1→E2)</p> <p>General addition: DPG G3_U06_L04 DPG G3_U06_L10 DPG G3_U06_L12</p> <p>Subtraction Sequential PV strategies: DPG G3_U06_L05 (E3)</p> <p>Decomposition PV strategies: DPG G3_U06_L06 DPG G3_U06_L06 (L1)</p> <p>Compensation: DPG G3_U06_L05 (RC1)</p> <p>Subtraction as missing addend: DPG G3_U06_L05 (E3)</p>			
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Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		General subtraction: DPG G3 U06 L08 DPG G3 U06 L10 DPG G3 U06 L12			
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.	DPG G3 U05 L08 DPG G3 U05 L09			

Domain: Number and Operations—Fractions⁵

Cluster: Develop understanding of fractions as numbers.

How does the program address this aspect of the domain?

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.NF.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 $1/b$.	1/b: DPG G3 U07 L02 DPG G3 U07 L03 DPG G3 U07 L07 a/b: DPG G3 U07 L05 DPG G3 U07 L12 DPG G3 U07 L14 DPG G3 U07 L18			

⁵ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.NF.2a	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram. 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.</p>	<p>DPG G3 U07 L09 (E2→E3) DPG G3 U07 L11 DPG G3 U07 L18 DPG G3 U08 L11</p>			
3.NF.2b	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram. 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.</p>	<p>DPG G3 U07 L09 DPG G3 U07 L10 DPG G3 U07 L15 DPG G3 U08 L01 DPG G3 U08 L07</p>			
3.NF.3a	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>DPG G3 U08 L02 DPG G3 U08 L03 (E4→E5, RC1) DPG G3 U08 L04 DPG G3 U08 L05</p>			

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.NF.3b	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.</p>	<p>Recognize and generate: DPG G3 U08 L03 (E4→E5, RC1) DPG G3 U08 L04 DPG G3 U08 L05 DPG G3 U08 L06 DPG G3 U09 L02</p> <p>Explain: DPG G3 U08 L04 DPG G3 U08 L06</p>			
3.NF.3c	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p>DPG G3 U07 L05 (E3) DPG G3 U07 L16 DPG G3 U08 L01</p>			

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.NF.3d	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 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.</p>	<p>Same numerator: DPG G3 U08 L09 DPG G3 U08 L10 DPG G3 U08 L11</p> <p>Same denominator: DPG G3 U08 L07 DPG G3 U08 L08 DPG G3 U08 L11</p> <p>Recognize they must refer to the same whole: DPG G3 U08 L08 (E6)</p> <p>Record the results with symbols: DPG G3 U08 L08 DPG G3 U08 L10 DPG G3 U08 L11</p> <p>Justify: DPG G3 U08 L08 DPG G3 U08 L09</p>			

Domain: Measurement and Data

Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.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.	<p>Tell time: DPG G3 U10 L08 DPG G3 U10 L10</p> <p>Write time: DPG G3 U10 L08 (E4) DPG G3 U10 L09 (E2→E3) DPG G3 U10 L11 (L1)</p> <p>Measure time intervals: DPG G3 U10 L11 (L1) PB G3 U10 L09</p> <p>Word problems: DPG G3 U10 L09 DPG G3 U10 L11 DPG G3 U10 L12</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. ⁷	Measure V: DPG G3_U09_L06 DPG G3_U09_L07 Estimate V: DPG G3_U09_L06 DPG G3_U09_L07 Measure m: DPG G3_U09_L08 DPG G3_U09_L09 Estimate m: DPG G3_U09_L08 DPG G3_U09_L09 Word problems: DPG G3_U09_L07 PB G3_U09_L07 DPG G3_U09_L10			

⁶ Excludes compound units such as cm³ and finding the geometric volume of a container.

⁷ Excludes multiplicative comparison problems (problems involving notions of “times as much”).

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.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.	Draw a picture graph: DPG G3 U01 L15 DPG G3 U10 L2 DPG G3 U10 L06 DPG G3 U10 L07 Draw a bar graph: DPG G3 U10 L02 DPG G3 U10 L06 DPG G3 U10 L12 Word problems: DPG G3 U10 L02 DPG G3 U10 L03 DPG G3 U10 L07			
3.MD.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.	DPG G3 U09 L01 DPG G3 U09 L02 DPG G3 U09 L04			

Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.5a	Recognize area as an attribute of plane figures and understand concepts of area measurement. 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.	DPG G3 U02 L04 DPG G3 U02 L10 DPG G3 U02 L12			
3.MD.5b	Recognize area as an attribute of plane figures and understand concepts of area measurement. 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.	DPG G3 U02 L04 DPG G3 U02 L06 DPG G3 U02 L07 DPG G3 U07 L01			
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	<p>Improvised units: DPG G3 U02 L04 DPG G3 U02 L08 DPG G3 U07 L01</p> <p>Square inches: DPG G3 U02 L05 DPG G3 U02 L10</p> <p>Square feet: DPG G3 U02 L12</p> <p>Square centimeters: DPG G3 U02 L06 DPG G3 U02 L11</p> <p>Square meters: DPG G3 U02 L13</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.7a	Relate area to the operations of multiplication and addition. 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.	DPG G3 U02 L10 DPG G3 U02 L11			
3.MD.7b	Relate area to the operations of multiplication and addition. 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.	Find areas in the context of problem-solving: DPG G3 U02 L13 DPG G3 U04 L05 DPG G3 U04 L12 Represent whole-number products as rectangular areas: DPG G3 U03 L11 DPB G3 U05 L01 DPG G3 U05 L02 DPG G3 U05 L03			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.7c	<p>Relate area to the operations of multiplication and addition. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>	<p>Use tiling to show the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$: DPG G3 U03 L10 DPG G3 U04 L08</p> <p>Use area models to represent the distributive property in mathematical reasoning: DPG G3 U03 L11 DPG G3 U05 L01 DPG G3 U05 L03</p>			
3.MD.7d	<p>Relate area to the operations of multiplication and addition. 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>	<p>Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts: DPG G3 U02 L05 DPG G3 U03 L10 DPG G3 U04 L09 DPG G3 U05 L03</p> <p>Real-world problems: DPG G3 U04 L11 DPG G3 U04 L12</p>			

Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.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.	<p>Measuring perimeter: DPG G3 U04 L01 DPG G3 U04 L02</p> <p>Real world problems: DPG G3 U04 L07 DPG PP G3 U4 L01 PP G3 U4 L04</p> <p>Mathematical problems - finding perimeter: DPG G3 U04 L02 DPG G3 U04 L05 DPG G3 U04 L06</p> <p>Mathematical problems - finding unknown side length: DPG G3 U04 L04 DPG G3 U04 L13 (E1) DPG G3 U04 L12 (L1, E1-2)</p> <p>Exhibiting rectangles with same P different A or vice versa: DPG G3 U04 L06 PB G3 U04 L10 PP G3 U04 L05</p>			

Domain: Geometry

Cluster: Reason with shapes and their attributes.

How does the program address this aspect of the domain?

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.G.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	DPG G3 U04 L13 DPG G3 U04 L14 PP G3 U04 L14			
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	DPG G3 U07 L01 DPG G3 U07 L04 DPG G3 U07 L05 DPG G3 U07 L07 DPG G3 U08 L03 (L1→L2, E1→E3)			

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

California Department of Education, October 2024

Components: Digital Planning Guide (DPG) [G4_U01_L1 (Grade 4, Unit 1, Lesson 1), G4_U01_Inv (Grade 4, Unit 1, Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Grade Four

Organization Around Major Conceptual Ideas

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

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

¹ The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Multiplication can help to discover, understand, and explain relationships between numbers.	Factors and area models Number and shape patterns Rectangle investigations	4.OA.3, 4.OA.4, 4.OA.5, 4.MD.3, 4.NBT.5, 4.NBT.6 Rectangle investigations with unknown side lengths serve as a context for exploring multiples, factor pairs, single-digit multiplication fluency, and generalizing the formula for area of a rectangle. Sequences of multiples and prime numbers provide context for investigating patterns. Thinking of multiples and factors serves to solve division as an unknown factor. Interpretation of remainders is introduced.			
Multiplication can be used to compare quantities and measurements.	Number and shape patterns Connected problem solving Measuring and plotting	4.OA.1, 4.OA.2, 4.MD.1, 4.MD.2 Multiplicative comparison is explored with measurement conversions and graphs.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Understanding the patterns and regularity of the base-10 place value system helps to compare and compute with multidigit numbers.</p>	<p>Connected problem solving Multidigit numbers</p>	<p>4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.OA.3, 4.OA.5, 4.MD.1</p> <p>Place value understanding extends to 1,000,000 and supports fluent addition and subtraction of multi-digit addends with the standard algorithm. Conversions within the metric system serve as applications of place value understanding and perimeter problems support generalizing a perimeter formula and applying the distributive property.</p>			
<p>Using known facts and place value properties flexibly can help to perform multidigit multiplication strategically and efficiently.</p>	<p>Factors and area models Connected problem solving</p>	<p>4.NBT.1, 4.NBT.5, 4.OA.2, 4.OA.3, 4.MD.2, 4.MD.3,</p> <p>Place value understanding supports development of strategies to multiply with multi-digit numbers. Problem-solving (including with measurement quantities) supports developing understanding of multiplication as a comparison.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Multiplication and division models and strategies can be extended and applied to division problems involving multidigit numbers and remainders.</p>	<p>Factors and area models Rectangle investigations Connected problem solving</p>	<p>4.NBT.1, 4.NBT.6, 4.OA.2, 4.OA.3, 4.OA.4, 4.OA.5, 4.MD.3,</p> <p>Place value understanding supports development of strategies to divide with multi-digit dividends. Division is used to formalize strategies to find all factor pairs. Problem-solving (including with measurement quantities) and pattern investigations support developing understanding of multiplicative comparison and interpretation of remainders.</p>			
<p>Thinking flexibly about how fractions, whole numbers, and mixed numbers are composed can help to add and subtract efficiently.</p>	<p>Fraction flexibility Visual fraction models Measuring and plotting Connected problem solving</p>	<p>4.NF.3, 4.NF.3.a, 4.NF.3.b, 4.NF.3.c, 4.NF.3.d, 4.MD.4</p> <p>Understanding of unit fractions is extended to compose and decompose fractions and represent them as addition equations. Fractional measurements are plotted on line plots that support problem-solving.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Any number can be represented in an infinite number of different, but equivalent, ways.	Fraction flexibility Visual fraction models Circles, fractions, and decimals Measuring and plotting	4.NF.1, 4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.1, 4.MD.2 Fraction understanding is extended to formalize strategies to compare fractions and to generate equivalent fractions. Place value and fraction understanding are connected to introduce decimal notation. Money and metric measurement serve as contexts to understand and record numbers as decimals.			
Equal-groups thinking can help when multiplying and comparing quantities involving fractions.	Fraction flexibility Visual fraction models	4.NF.2, 4.NF.3, 4.NF.4, 4.NF.4.a, 4.NF.4.b, 4.NF.4.c, 4.NF.4.c, 4.MD.2, 4.OA.1, 4.OA.2 Understanding of multiplication (as equal groups or as comparison) is extended to multiplying a whole number by a fraction. Applications including problem solving with measurement quantities.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Properties of two-dimensional shapes are determined by the parts that make up the shape and the relationships between those parts.	Shapes and symmetries Circles, fractions, and decimals Number and shape patterns	4.G.1, 4.G.2, 4.G.3, 4.MD.5, 4.MD.5.a, 4.MD.5.b, 4.MD.6, 4.MD.7 Understanding of measurement extends to a new measurable attribute: angles. Angles are understood as fractions of circles and used to deepen understanding and classification of shapes.			
Time can be represented with a variety of models that can help to solve problems and interpret data.	Circles, fractions, and decimals Number and shape patterns Measuring and plotting Connected problem solving	4.NBT.5, 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5.a, 4.MD.5.b, 4.MD.6, 4.OA.2, 4.OA.3, 4.OA.5, 4.NF.1, 4.NF.4.c Time and time related data serves as a context for building data and measurement sense while consolidating many 4th grade understandings: equivalent fractions, angles, addition and subtraction, patterns, and unit conversions.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

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

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G4 U03 L08 (E2→RC1) DPG G4 U03 L15 (E1→RC1) DPG G4 U05 L18 (E1→E3) DPG G4 U09 L07 (E1→E2, RC1) DPG G4 U10 L10 (E3→E6)			
MP.2	Reason abstractly and quantitatively.	DPG G4 U01 L12 (E2→E5) DPG G4 U02 L03 (E3, E5→E6) DPG G4 U05 L03 (E1, E3→E6) DPG G4 U05 L08 (E1→E4, E6→E7) DPG G4 U08 L08 (E1→E4)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G4 U01 L02 (E1→E2, RC1) DPG G4 U04 L04 (E1→E4, E6→RC1) DPG G4 U05 L01 (E3→RC1) DPG G4 U08 L02 (E1→E3, E5→E6) DPG G4 U09 L01 (E1, E4→E6)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.4	Model with mathematics.	DPG G4 U01 L10 (E3, E8) DPG G4 U02 L08 (E1→E7) DPG G4 U04 L14 (E1→E6) DPG G4 U05 L20 (E1→E3) DPG G4 U08 L07 (E1→E2, E4)			
MP.5	Use appropriate tools strategically.	DPG G4 U05 L20 (E1→E3) DPG G4 U06 L07 (E2→E4) DPG G4 U07 L10 (E5) DPG G4 U08 L04 (E1, E4, E6) DPG G4 U08 L07 (E2, E4)			
MP.6	Attend to precision.	DPG G4 U02 L06 (L1, E3→RC1) DPG G4 U03 L05 (L1, E2, E4→E8) DPG G4 U06 L04 (E3→E5) DPG G4 U09 L06 (E2→E4) DPG G4 U10 L06 (E4→E6)			
MP.7	Look for and make use of structure.	DPG G4 U01 L01 (L1→E1, E3, E5) DPG G4 U07 L01 (E1→E6) DPG G4 U09 L04 (E1→RC1) DPG G4 U09 L08 (E2→E5, RC1) DPG G4 U10 L05 (L1→E2, E4→E5)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.8	Look for and express regularity in repeated reasoning.	DPG G4 U01 L06 (E1→E8) DPG G4 U03 L04 (E2, E4→E5) DPG G4 U04 L01 (L1→E1, E3) DPG G4 U04 L07 (E2→E3, E5→E7) DPG G4 U05 L07 (E2→E4)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Use the four operations with whole numbers to solve problems.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.OA.1	Interpret a multiplication equation as a comparison, Represent verbal statements of multiplicative comparisons as multiplication equations.	DPG G4 U02 L01 DPG G4 U02 L03 DPG G4 U02 L05 DPG G4 U08 L09			
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison.	DPG G4 U02 L04 DPG G4 U05 L02 DPG G4 U08 L09 DPG G4 U10 L09			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders 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.	Single step with interpreting remainders: DPG G4_U01_L12 DPG G4_U05_L03 Multistep problems: DPG G4_U01_L09 DPG G4_U03_L16 (E4) DPG G4_U04_L14 DPG G4_U04_L15 DPG G4_U05_L20 DPG G4_U10_L07			

Cluster: Gain familiarity with factors and multiples.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.OA.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.	<p>Find all factor pairs: DPG G4 U01 L01 DPG G4 U05 L16 DPG G4 U05 L17</p> <p>Recognize that a number is a multiple of its factors: DPG G4 U01 L05 DPG G4 U05 L09 DPG G4 U05 L19</p> <p>Determine whether a given number is a multiple of a given number: DPG G4 U01 L07 DPG G4 U01 L11 DPG G4 U05 L07</p> <p>Determine whether a number is prime or composite: DPG G4 U01 L01 DPG G4 U01 L02 DPG G4 U01 L07 DPG G4 U01 L13</p>			

Cluster: Generate and analyze patterns.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.OA.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.	Generate a pattern: DPG G4 U01 L05 DPG G4 U01 L07 DPG G4 U05 L05 DPG G4 U10 L08 Identify features: DPG G4 U01 L06 DPG G4 U01 L07 DPG G4 U05 L18 DPG G4 U10 L08			

Domain: Number and Operations in Base Ten**Cluster: Generalize place value understanding for multi-digit whole numbers.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NBT.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.	DPG G4 U03 L01 DPG G4 U03 L04 DPG G4 U04 L01 DPG G4 U05 L07			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NBT.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.	Read and write: DPG G4 U03 L01 DPG G4 U03 L03 DPG G4 U03 L06 DPG G4 U03 L08 Compare: DPG G4 U03 L06 PP G4 U04 L03 PP G4 U05 L11 PP G4 U06 L12			
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	DPG G4 U03 L07 DPG G4 U03 L10 PP G4 U07 L11 PP G4 U09 L07			

Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	DPG G4 U03 L12 DPG G4 U03 L13 DPG G4 U03 L14 PP G4 U04 L04 PP G4 U05 L06 PP G4 U07 L11			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NBT.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.	DPG G4 U01 L10 DPG G4 U04 L02 DPG G4 U04 L07 DPG G4 U04 L10 DPG G4 U04 L12			
4.NBT.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.	DPG G4 U01 L11 DPG G4 U01 L12 DPG G4 U05 L05 DPG G4 U05 L06 DPG G4 U05 L14 DPG G4 U05 L15			

Domain: Number and Operations—Fractions

Cluster: Extend understanding of fraction equivalence and ordering.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NF.1	<p>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.</p>	<p>Explain equivalence: DPG G4 U07 L01 DPG G4 U07 L03 DPG G4 U07 L04</p> <p>Recognize equivalent fractions: DPG G4 U07 L01 DPG G4 U07 L02</p> <p>Generate equivalent fractions: DPG G4 U07 L02 DPG G4 U07 L04 DPG G4 U10 L09</p>			
4.NF.2	<p>Compare two fractions with different numerators and different denominators. 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.</p>	<p>Compare: DPG G4 U07 L10 DPG G4 U07 L11 DPG G4 U07 L12 DPG G4 U07 L13 DPG G4 U08 L07 (RC1)</p>			

Cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NF.3a	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	DPG G4 U06 L01 DPG G4 U06 L03 DPG G4 U06 L06			
4.NF.3b	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. 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.	DPG G4 U06 L02 DPG G4 U06 L03			
4.NF.3c	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Add and subtract mixed numbers with like denominators.	DPG G4 U06 L08 DPG G4 U06 L10 DPG G4 U06 L11 DPG G4 U08 L12			
4.NF.3d	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	DPG G4 U06 L11 DPG G4 U06 L12 DPG G4 U08 L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$.	DPG G4 U08 L01 PB G4 U08 L01 DPG G4 U08 L02			
4.NF.4b	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.	DPG G4 U08 L03 DPG G4 U08 L04			
4.NF.4c	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number.	DPG G4 U08 L05 DPG G4 U08 L09 DPG G4 U08 L11 DPG G4 U10 L09			

Cluster: Understand decimal notation for fractions, and compare decimal fractions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.NF.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. ²	DPG G4_U07_L09 PB G4_U07_L09 PP G4_U08_L09 PP G4_U09_L01 PP G4_U09_L08			
4.NF.6	Use decimal notation for fractions with denominators 10 or 100.	Tenths: DPG G4_U07_L06 DPG G4_U07_L08 Hundredths: DPG G4_U07_L07 DPG G4_U07_L08			
4.NF.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.	DPG G4_U07_L14 DPG G4_U07_L15 PP G4_U10_L01 PP G4_U10_L09			

² Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

Domain: Measurement and Data

Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.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.	Feet and yards: DPG G4_U02_L06 Feet and inches: DPG G4_U02_L06 Pounds and ounces: DPG G4_U02_L09 US customary volume: DPG G4_U02_L10 Metric system (g and kg, L and mL, m and km): DPG G4_U03_L05 DPG G4_U03_L08 PP G4_U07_L10 PP G4_U09_L12 Metric system (mm and cm): DPG G4_U07_L08 Time (hours and min): DPG G4_U10_L02 DPG G4_U10_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.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.	<p>Distance: DPG G4 U04 L13 DPG G4 U08 L07</p> <p>Intervals of time: DPG G4 U08 L11 (RC1) DPG G4 U10 L03 DPG G4 U10 L04</p> <p>Liquid volume: DPG G4 U02 L10 DPG G4 U08 L05</p> <p>Mass: DPG G4 U04 L09</p> <p>Money: DPG G4 U02 L04 DPG G4 U04 L14</p> <p>Requiring expressing measurements in terms of a smaller unit: DPG G4 U02 L08 DPG G4 U02 L09 DPG G4 U04 L13</p> <p>Represent quantities using diagrams: DPG G4 U02 L09 DPG G4 U10 L01 DPG G4 U10 L03</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	Area: DPG G4 U01 L03 DPG G4 U01 L04 DPG G4 U01 L09 DPG G4 U04 L15 Perimeter: DPG G4 U04 L13 DPG G4 U04 L15			

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.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.	DPG G4 U06 L04 DPG G4 U06 L12 DPG G4 U10 L02			

Cluster: Geometric measurement: understand concepts of angle and measure angles.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.5a	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 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 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.	DPG G4_U09_L03 DPG G4_U09_L04 DPG G4_U10_L05			
4.MD.5b	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	DPG G4_U09_L04 DPG G4_U10_L05			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	DPG G4 U09 L05 DPG G4 U09 L06 DPG G4 U10 L06			
4.MD.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.	DPG G4 U09 L06 DPG G4 U09 L07			

Domain: Geometry

Cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	DPG G4 U09 L01 DPG G4 U09 L02 DPG G4 U09 L03 DPG G4 U09 L07 DPG G4 U09 L08			
4.G.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.	DPG G4 U09 L08 DPG G4 U09 L09 DPG G4 U09 L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
	Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles and special quadrilaterals.)				
4.G.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.	DPG G4 U09 L11 DPG G4 U09 L12			

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

California Department of Education, October 2024

Publisher/Developer: MIND Education

Program Title: InsightMath California

Approved by the State Board of Education January 18, 2024

Components: Digital Planning Guide (DPG) [G5_U01_L1 (Grade 5, Unit 1, Lesson 1), G5_U01_Inv (Grade 5, Unit 1, Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

Page 1 of 28

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Grade Five

Organization Around Major Conceptual Ideas

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

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework's Big Ideas.

¹ The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Multiplying and dividing by powers of 10 is the foundation for decimal numbers.</p>	<p>Powers and place value Fraction connections Modeling</p>	<p>5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.3.a, 5.NBT.3.b, 5.NBT.4, 5.NBT.7, 5.MD.1</p> <p>Decimal notation is introduced through connection to the schema, language, and notation of fractions. Metric measurement conversions provide context for patterns in multiplying by powers of 10.</p>			
<p>Multidigit computation can be reduced to repeated processes based on a series of single-digit computations.</p>	<p>Powers and place value Modeling</p>	<p>5.NBT.1, 5.NBT.2, 5.NBT.5, 5.OA.1, 5.OA.1</p> <p>Place value understanding supports extension of whole number multiplication using the standard algorithm to the level of fluency.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Division of multidigit numbers is a repeated process of estimating partial quotients based on multiples of the divisor.</p>	<p>Powers and place value Seeing division</p>	<p>5.NF.3, 5.OA.2, 5.NBT.2, 5.NBT.5, 5.NBT.6, 5.MD.1,</p> <p>Place value understanding supports extension of whole number division. Developing understanding of division as a quotient and interpreting fractional answers in context establishes a fundamental link between division and fractions. Measurement conversions provide relevant context.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Multiplication can help to discover, understand, and explain three-dimensional space and relationships between numbers.</p>	<p>Layers of cubes Factors and groups Modeling Seeing division</p>	<p>5.MD.1, 5.MD.3, 5.MD.3.a, 5.MD.3.b, 5.MD.4, 5.MD.5, 5.MD.5.a, 5.MD.5.b, 5.MD.5.c, 5.OA.1, 5.OA.2, 5.OA.2.1</p> <p>Length and area measurement schema is extended to three dimensions. Volume serves as a context for building fluency with multiplication and division and for understanding and applying associative property, order of operations, factorization, and associated symbolic notation.</p>			
<p>Quantities can be added and subtracted when the units are the same size.</p>	<p>Fraction connections Modeling</p>	<p>5.NF.1, 5.NF.2, 5.OA.1, 5.MD.2</p> <p>Strategies and models based on place value understanding (adding and subtracting like units) are applied to addition and subtraction of fractions (adding and subtracting like units).</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Using flexible fraction and multiplication interpretations helps to multiply with fractions.	Fraction connections Modeling Shapes on a plane Factors and groups	5.NF.3, 5.NF.4, 5.NF.4.a, 4.NF.4.b, 5.NF.5, 5.NF.5.a, 5.NF.5.b, 5.NF.6 Operational schemas are expanded to include understanding multiplication as scaling and fractions as quotients and to solve problems involving fractions with these expanded schemas. Fraction multiplication skills are applied to area calculations and other problems involving fractional measurements.			
Using multiplication and flexible division interpretations helps to divide with fractions.	Fraction connections Modeling	5.NF.2, 5.NF.3, 5.NF.4.a, 5.NF.6, 5.NF.7.a, 5.NF.7.b, 5.NF.7.c, Operational schemas are expanded to include understanding multiplication as scaling and fractions as quotients and to solve problems involving fractions with these expanded schema. Division skills are applied to problems involving fractional measurements.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Extending place value patterns and fraction understanding can help to multiply decimals.</p>	<p>Modeling Powers and place value Fraction connections</p>	<p>5.NF.4.b, 5.NF.5, 5.NF.5.a, 5.NF.5.b, 5.NBT.1, 5.NBT.2, 5.NBT.3.b, 5.NBT.5, 5.NBT.7, 5.OA.1</p> <p>Multiplication schema is expanded to include understanding multiplication as scaling to solve problems involving decimals with this expanded schema. Problem solving involving measurement conversions provides relevant context and supports place value understanding of decimals.</p>			
<p>Extending place value patterns and fraction understanding can help to divide decimals.</p>	<p>Modeling Seeing division Powers and place value Fraction connections</p>	<p>5.NF.3, 5.NBT.1, 5.NBT.2, 5.NBT.7, 5.NF.4.b, 5.NF.5.a, 5.NF.5.b</p> <p>Problem solving involving measurement conversions provides relevant context and supports place value understanding of decimals and developing interpretation of decimal answers as quotients in context.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Creating geometric structures and categories helps to analyze and organize space.	Telling a data story Plotting patterns Shapes on a plane Modeling	5.G.1, 5.G.2, 5.G.3, 5.G.4, 5.MD.1, 5.OA.3 Number line understanding is extended to a second dimension to generate a coordinate plane and develop a deeper understanding of two-dimensional space and shapes. This marks also the beginning of representation of two patterns and the relationship between them simultaneously.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

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

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G5 U01 L15 (E1→RC1) DPG G5 U03 L05 (E1→E12) DPG G5 U07 L09 (E1→E3) DPG G5 U08 L04 (E1→E4) DPG G5 U10 L05 (E2→E6)			
MP.2	Reason abstractly and quantitatively.	DPG G5 U01 L01 (E1→RC1) DPG G5 U06 L14 (E1→E5) DPG G5 U07 L01 (E1→E4) DPG G5 U08 L01 (E1→E3) DPG G5 U09 L08 (E1→E4)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G5 U01 L07 (E1, E3→E4) DPG G5 U05 L06 (E1→RC1) DPG G5 U06 L17 (E1→RC1) DPG G5 U07 L13 (E1→E4) DPG G5 U09 L07 (E2→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.4	Model with mathematics.	DPG G5 U02 L00 (I1→W1) DPG G5 U03 L01 (E1→E3) DPG G5 U05 L08 (E1→E5) DPG G5 U06 L08 (E1→E2, E4→E5) DPG G5 U07 L07 (E1, E3)			
MP.5	Use appropriate tools strategically.	DPG G5 U05 L08 (E3→E5) DPG G5 U06 L03 (E2→E4) DPG G5 U06 L07 (E3) DPG G5 U07 L04 (E4) DPG G5 U07 L09 (E1→E3)			
MP.6	Attend to precision.	DPG G5 U01 L05 (E1→E6) DPG G5 U02 L04 (E1→E4) DPG G5 U04 L13 (E1→E3) DPG G5 U09 L11 (E4) DPG G5 U10 L02 (E4)			
MP.7	Look for and make use of structure.	DPG G5 U01 L13 (E1→RC1) DPG G5 U02 L09 (E1→E5) DPG G5 U04 L03 (E1→E6) DPG G5 U06 L00 (P1→I1) DPG G5 U10 L01 (E3→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.8	Look for and express regularity in repeated reasoning.	DPG G5 U01 L12 (E1→RC1) DPG G5 U04 L04 (E1→RC1) DPG G5 U06 L08 (E4→E8) DPG G5 U09 L03 (E3→RC1) DPG G5 U09 L07 (E2→RC1)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Write and interpret numerical expressions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	DPG G5 U05 L03 DPG G5 U05 L04 DPG G5 U04 L12 DPG G5 U04 L13 DPG G5 U08 L11			
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	DPG G5 U02 L08 (E2, RC1) DPG G5 U03 L06 (L1) DPG G5 U04 L10 DPG G5 U04 L13			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.OA.2.1	Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$.	DPG G5_U04_L09 (WT1) DPG G5_U04_L10 PP G5_U04_L10			

Cluster: Analyze patterns and relationships.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.OA.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 coordinate plane.	Generate patterns and identify relationships: DPG G5 U10 L09 DPG G5 U10 L10 PB G5 U10 L10 PP G5 U10 L10 Form ordered pairs and graph them: DPG G5 U10 L11 PP G5 U10 L11			

Domain: Numbers and Operations in Base Ten**Cluster: Understand the place value system.**

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NBT.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.	DPG G5 U01 L01 DPG G5 U01 L06 DPG G5 U01 L12 DPG G5 U02 L04 DPG G5 U08 L07 DPG G5 U09 L08			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NBT.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.	Patterns: DPG G5 U01 L12 DPG G5 U02 L02 DPG G5 U02 L08 DPG G5 U08 L02 DPG G5 U08 L09 DPG G5 U09 L09 Use exponents: DPG G5 U01 L14 DPG G5 U01 L14 (WT1) PP G5 U01 L14 DPG G5 U01 L15			
5.NBT.3a	Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.	DPG G5 U01 L01 DPG G5 U01 L02 DPG G5 U01 L06			
5.NBT.3b	Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	DPG G5 U01 L05 DPG G5 U01 L07 DPG G5 U08 L08			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NBT.4	Use place value understanding to round decimals to any place.	DPG G5_U01_L08 DPG G5_U01_L14 (WT1) PP G5_U01_L08 PP G5_U02_L03 PP G5_U05_L02 PP G5_U09_L06 PP G5_U10_L02 PP G5_U10_L07			

Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	DPG G5 U02 L05 DPG G5 U02 L08 DPG G5 U03 L13 DPG G5 U08 L04			
5.NBT.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 the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	DPG G5 U03 L04 DPG G5 U03 L06 DPG G5 U03 L07 DPG G5 U03 L14			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NBT.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.	Add/sub: DPG G5_U01_L09 DPG G5_U01_L10 DPG G5_U01_L11 DPG G5_U01_L16 Multiplication: DPG G5_U08_L01 DPG G5_U08_L03 DPG G5_U08_L08 DPG G5_U08_L10 Division: DPG G5_U09_L03 DPG G5_U09_L04 DPG G5_U09_L08			

Domain: Number and Operations—Fractions

Cluster: Use equivalent fractions as a strategy to add and subtract fractions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NF.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.	DPG G5_U05_L07 DPG G5_U05_L09 DPG G5_U05_L11 DPG G5_U05_L14			
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	<p>Common denominators: DPG G5_U05_L01 DPG G5_U05_L03</p> <p>Unlike denominators: DPG G5_U05_L08 DPG G5_U05_L14 DPG G5_U07_L13 (E2)</p> <p>Benchmark fractions to estimate and assess reasonableness: DPG G5_U05_L06 DPG G5_U05_L08</p>			

Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NF.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.	Interpret fraction as division: DPG G5 U06 L02 DPG G5 U07 L02 DPG G5 U09 L01 Solve word problems with fractional answers: DPG G5 U03 L01 DPG G5 U03 L03 DPG G5 U07 L02			
5.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	$(a/b) \times q$: DPG G5 U06 L04 DPG G5 U06 L06 DPG G5 U06 L08 DPG G5 U06 L10 $q \times (a/b)$: DPG G5 U06 L03 DPG G5 U06 L07 $(a/b) \times (c/d)$: DPG G5 U06 L13 DPG G5 U07 L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NF.4b	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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 fraction products as rectangular areas.	<p>Find area by tiling to compare: DPG G5_U06_L18 DPG G5_U06_L19</p> <p>Find area by multiplying side lengths: DPG G5_U06_L18 DPG G5_U06_L19 DPG G5_U06_L20 DPG G5_U09_L11</p> <p>Represent fraction products as areas: DPG G5_U06_L13 DPG G5_U06_L14 DPG G5_U06_L18 (RC1) DPG G5_U08_L01 DPG G5_U09_L11</p>			
5.NF.5a	Interpret multiplication as scaling (resizing), by: 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.	DPG G5_U06_L09 DPG G5_U06_L11 DPG G5_U06_L20 (L1) DPG G5_U08_L01 DPG G5_U08_L06 (L1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NF.5b	<p>Interpret multiplication as scaling (resizing), by: 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.</p>	<p>DPG G5 U06 L06 DPG G5 U06 L09 DPG G5 U06 L11 DPG G5 U06 L17 DPG G5 U08 L06 (L1) DPG G5 U09 L08</p>			
5.NF.6	<p>Solve real world problems involving multiplication of fractions and mixed numbers.</p>	<p>DPG G5 U06 L06 DPG G5 U06 L10 DPG G5 U06 L13 DPG G5 U06 L20</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.NF.7a	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ² Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	DPG G5_U07_L03 DPG G5_U07_L09 DPG G5_U07_L10 DPG G5_U07_L12			
5.NF.7b	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ² Interpret division of a whole number by a unit fraction, and compute such quotients.	DPG G5_U07_L06 DPG G5_U07_L08 DPG G5_U07_L10 DPG G5_U07_L12			
5.NF.7c	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ² Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.	DPG G5_U07_L03 DPG G5_U07_L06 DPG G5_U07_L09 DPG G5_U07_L13			

Domain: Measurement and Data

Cluster: Convert like measurement units within a given measurement system.

² Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.MD.1	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.	Metric: DPG G5 U01 L15 DPG G5 U01 L16 US Customary: DPG G5 U04 L16 DPG G5 U04 L18 DPG G5 U10 L07 Multi-step, real world problems: DPG G5 U01 L16 DPG G5 U03 L13 DPG G5 U04 L19 DPG G5 U10 L07			

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.MD.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.	Make a line plot: DPG G5_U05_L05 DPG G5_U05_L10 Solve problems: DPG G5_U05_L05 PP G5_U05_L05 DPG G5_U05_L10			

Cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.MD.3a	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	DPG G5_U04_L01 DPG G5_U04_L02 DPG G5_U04_L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.MD.3b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	DPG G5_U04_L02 DPG G5_U04_L03			
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	<p>Improvised units: DPG G5_U04_L01 DPG G5_U04_L02</p> <p>Cubic cm: DPG G5_U04_L02 DPG G5_U04_L05</p> <p>Cubic in: DPG G5_U04_L06 PB G5_U04_L06 PP G5_U04_L07</p> <p>Cubic ft: DPG G5_U04_L06 PP G5_U04_L06</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.MD.5a	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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.</p>	<p>Find volume: DPG G5 U04 L04 DPG G5 U04 L05</p> <p>Represent products as volumes: DPG G5 U04 L07 DPG G5 U04 L08 DPG G5 U04 L09</p>			
5.MD.5b	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ 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>DPG G5 U04 L05 DPG G5 U04 L06 DPG G5 U04 L07</p> <p>Real world: DPG G5 U04 L06 PB G5 U04 L06 PP G5 U04 L08 DPG G5 U04 L19</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.MD.5c	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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>	<p>DPG G5_U04_L14</p> <p>Real world problems: DPG G5_U04_L15 DPG G5_U04_L19</p>			

Domain: Geometry

Cluster: Graph points on the coordinate plane to solve real-world and mathematical problems.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.G.1	<p>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.</p>	<p>DPG G5 U10 L05 DPG G5 U10 L06 DPG G5 U10 L07 DPG G5 U10 L08</p>			
5.G.2	<p>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.</p>	<p>Mathematical: DPG G5 U10 L05 DPG G5 U10 L06</p> <p>Real world: DPG G5 U10 L07 DPG G5 U10 L08</p>			

Cluster: Classify two-dimensional figures into categories based on their properties.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	DPG G5_U10_L01 DPG G5_U10_L03 DPG G5_U10_L04			
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	DPG G5_U10_L03 DPG G5_U10_L04			

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

California Department of Education, October 2024

Publisher/Developer: MIND Education

Program Title: InsightMath California

Components: Digital Planning Guide (DPG) [G6_U01_L1 (Grade 6, Unit 1, Lesson 1), G6_U01_Inv (Grade 6, Unit 1,

Investigation)]; ST Math Game (STM); Playbook (PB); Practice Book (PP)

Approved by the State Board of Education January 18, 2024

Page 1 of 28

2025 California Common Core State Standards: Mathematics Adoption¹ Standards Map Template Grade Six

Organization Around Major Conceptual Ideas

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

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

¹ The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Algebra is a way of expressing generalizations.	Generalizing with multiple representations	<p>6.EE.1, 6.EE.2, 6.EE.2.a, 6.EE.2.b, 6.EE.2.c, 6.EE.3, 6.EE.4, 6.EE.6,</p> <p>Variables and algebraic expressions are introduced as a way to describe generalizations. Students write, read, and evaluate expressions at specific values of their variables. Properties of operations are applied to algebraic expressions to begin exploring equivalent forms, including exponential notation.</p>			
Any number or expression can be represented in an infinite number of ways that have the same value.	<p>Generalizing with multiple representations</p> <p>Patterns inside numbers</p> <p>Fraction relationships</p>	<p>6.NS.4, 6.EE.2.c, 6.EE.3, 6.EE.4</p> <p>The notion of equivalence is explored through fractions, numerical expressions, and algebraic expressions.</p> <p>Understanding of factors and multiples is applied to generate equivalent fractions and expressions with particular emphasis on applications of the distributive property.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Numbers and measures can be compared by their relative values.</p>	<p>Generalizing with multiple representations Relationships between variables Model the world Patterns inside numbers Fraction relationships</p>	<p>6.RP.1, 6.RP.3, 6.RP.3.a, 6.NS.4, 6.NS.6.c, Exploration of ratios builds on the understanding of equivalence and pattern relationships. Pattern investigations involve a variety of representations including tables and scatter plots. Real world problem solving includes measurement unit conversions.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>Rates and percentages are specific ratios that help to compare numbers or measures by their relative values.</p>	<p>Generalizing with multiple representations Relationships between variables Model the world Patterns inside numbers Fraction relationships</p>	<p>6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3.a, 6.RP.3.b, 6.RP.3.c, 6.EE.6, 6.EE.9, 6.NS.8</p> <p>Fraction and ratio thinking is extended to understanding rates and percentages. Real-world problem solving informs algebraic and graphical representations, and introduces intuitive solving of related equations. Data sets presented as percentages or per capita based provide opportunities for interpretation and problem solving with rate thinking.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Algebraic equations can be used to model and solve real-world problems.	Generalizing with multiple representations Relationships between variables	6.EE.2, 6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.9, Equations are used to describe a relationship between varying quantities algebraically, while the relationship is also examined graphically. A formal approach to solving equations builds on previous work with equivalent expressions, properties of operations, and understanding of inverse operations.			
Division can be performed by multiplying due to the inverse relationship between multiplication and division.	Fraction relationships Patterns inside numbers Model the world	6.NS.1, 6.NS.4, 6.EE.6, 6.EE.7, 6.RP.3.c Understanding of fractions and division are extended to include division of a fraction by a fraction. This is supported by earlier work with equivalence including understanding of the multiplicative inverse.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
<p>The base-10 system allows all four operations to be performed with algorithms involving a series of single-digit computations.</p>	<p>Model the world Patterns inside numbers</p>	<p>6.NS.2, 6.NS.3, 6.EE.7, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d</p> <p>Place value understanding supports development of the standard algorithm for division, and extension of the standard algorithm to decimal numbers for all four operations. Multiplication of fractions, including percentages, can now be alternatively interpreted as multiplication of decimals.</p>			
<p>The number system can be extended to include negative numbers, which are reflections of their positive counterparts over the origin.</p>	<p>Distance and direction Model the world Relationships between variables</p>	<p>6.NS.5, 6.NS.6, 6.NS.6.a, 6.NS.6.c, 6.NS.7, 6.NS.7.a, 6.NS.7.b, 6.NS.7.c, 6.NS.7.d, 6.NS.8, 6.EE.5, 6.EE.8</p> <p>Understanding of magnitude supports extension of the number system to include negative numbers. Real world contexts help build schema of quantities having opposite values or directions. Negative numbers are represented graphically.</p>			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
How data is represented and analyzed can impact how it is interpreted.	Relationships between variables Variability in data The shape of distributions Model the world	6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5, 6.SP.5.a, 6.SP.5.b, 6.SP.5.c, 6.SP.5.d, Consideration of magnitude, units of measurement, scale, and how data is presented factor into data interpretation. Understanding of measurement supports classification of a variable as discrete or continuous.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
The size of objects can be quantified in one, two, or three dimensions to serve a particular purpose or context.	Graphing shapes Nets and surface area Distance and direction Generalizing with multiple representations	6.G.1, 6.G.2, 6.G.3, 6.G.4, 6.EE.1, 6.EE.2, 6.EE.2.c, 6.EE.3, Polygons are represented on coordinate planes to connect side lengths to the distance between points on the plane. Area, volume and surface area serve as contexts for understanding exponential notation and generalizations represented by formulas. Applying formulas supports fluency with operations involving fraction, whole numbers, and decimals.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework's* Big Ideas throughout the grade levels, see [chapter 6](#) (TK–grade 2 and grades 3–5) and [chapter 7](#) (grades 6–8).

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

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G6 U01 L01 (E1→RC1) DPG G6 U02 L05 (E1→E3) DPG G6 U05 L01 (E1→RC1) DPG G6 U07 L01 (E1→RC1) DPG G6 U10 L08 (E1→RC1)			
MP.2	Reason abstractly and quantitatively.	DPG G6 U02 L09 (E1→E2, E4) DPG G6 U04 L01 (E1→E6) DPG G6 U05 L03 (E1→E7) DPG G6 U06 L01 (E1→RC1) DPG G6 U07 L03 (E1→E3)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G6 U02 L11 (E1→RC1) DPG G6 U05 L05 (E1→E3, E5→RC1) DPG G6 U07 L14 (E1→RC1) DPG G6 U08 L01 (E2→RC1) DPG G6 U10 L04 (E1→E5)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.4	Model with mathematics.	DPG G6 U04 L16 (E1→E2) DPG G6 U05 L08 (E3) DPG G6 U07 L03 (E1→E2) DPG G6 U08 L12 (E1→E4) DPG G6 U09 L16 (E1→E2)			
MP.5	Use appropriate tools strategically.	DPG G6 U02 L12 (E3) DPG G6 U03 L12 (E1→E2, RC1) DPG G6 U04 L12 (E4) DPG G6 U07 L06 (E2→E3, RC1) DPG G6 U07 L16 (E4)			
MP.6	Attend to precision.	DPG G6 U04 L01 (L1→E4, RC1) DPG G6 U07 L14 (E1→E4) DPG G6 U08 L11 (E2→RC1) DPG G6 U09 L05 (E1→E5) DPG G6 U10 L10 (E1→E4)			
MP.7	Look for and make use of structure.	DPG G6 U02 L02 (E1→RC1) DPG G6 U04 L05 (E1→RC1) DPG G6 U05 L02 (E1→RC1) DPG G6 U08 L09 (E1→RC1) DPG G6 U10 L01 (E4→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.8	Look for and express regularity in repeated reasoning.	DPG G6 U01 L01 (E1→RC1) DPG G6 U04 L10 (E1→E4) DPG G6 U05 L09 (E1→RC1) DPG G6 U07 L08 (E1→RC1) DPG G6 U10 L07 (E1→E7)			

Grade-level Content Standards

Domain: Ratios and Proportional Relationships

Cluster: Understand ratio concepts and use ratio reasoning to solve problems.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	DPG G6 U03 L01 DPG G6 U03 L04 DPG G6 U03 L08 DPG G6 U04 L19			
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	DPG G6 U04 L01 DPG G6 U04 L03 DPG G6 U04 L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.3a	Use ratio and rate reasoning to solve real-world and mathematical problems. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Ratio tables: DPG G6 U03 L03 DPG G6 U03 L08 DPG G6 U04 L05 Plot on the coordinate plane: DPG G6 U03 L06 DPG G6 U04 L04 DPG G6 U04 L14 Tables to compare ratios: DPG G6 U03 L14 PB G6 U03 L14 DPG G6 U04 L06			
6.RP.3b	Use ratio and rate reasoning to solve real-world and mathematical problems. Solve unit rate problems including those involving unit pricing and constant speed.	Unit pricing: DPG G6 U04 L06 DPG G6 U04 L13 Speed: DPG G6 U04 L01 DPG G6 U04 L07 Other: DPG G6 U04 L02 DPG G6 U04 L16			
6.RP.3c	Use ratio and rate reasoning to solve real-world and mathematical problems. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.	DPG G6 U04 L08 DPG G6 U04 L18 DPG G6 U07 L13			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.RP.3d	Use ratio and rate reasoning to solve real-world and mathematical problems. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	DPG G6 U07 L14 DPG G6 U07 L15 DPG G6 U07 L16			

Domain: The Number System

Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.	DPG G6 U06 L01 DPG G6 U06 L06 DPG G6 U06 L09 DPG G6 U06 L12			

Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	DPG G6 U07 L09 DPG G6 U07 L10 DPG G6 U07 L11 DPB G6 U07 L12 DPG G6 U07 L13			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Add and subtract: DPG G6 U07 L01 DPG G6 U07 L02 DPG G6 U07 L03 Multiply: DPG G6 U07 L04 DPG G6 U07 L06 DPG G6 U07 L08 Division: DPG G6 U07 L10 DPG G6 U07 L12 DPG G6 U07 L13			
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	GCF: DPG G6 U02 L01 PB G6 U02 L01 DPG G6 U02 L04 DPG G6 U02 L09 LCM: DPG G6 U02 L01 PB G6 U02 L01 DPG G6 U02 L06 Express a sum with distributive property: DPG G6 U02 L09 DPG G6 U02 L13			

Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	DPG G6 U08 L01 DPG G6 U08 L04 DPG G6 U08 L12			
6.NS.6a	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself.	DPG G6 U08 L02 DPG G6 U08 L03 DPG G6 U08 L08			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.6b	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>DPG G6_U08_L09 DPG G6_U08_L10 DPG G6_U08_L11</p>			
6.NS.6c	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>Number line: DPG G6_U08_L02 DPG G6_U08_L03 DPG G6_U08_L04</p> <p>Coordinate plane: DPG G6_U08_L09 DPG G6_U08_L10 DPG G6_U08_L11</p>			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.7a	Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	DPG G6_U08_L05 DPG G6_U08_L06 DPG G6_U08_L07			
6.NS.7b	Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	DPG G6_U08_L05 DPG G6_U08_L06 DPG G6_U08_L08			
6.NS.7c	Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	DPG G6_U08_L07 DPG G6_U08_L08			
6.NS.7d	Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order.	DPG G6_U08_L05 DPG G6_U08_L07 DPG G6_U08_L08			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	DPG G6_U04_L05 DPG G6_U08_L10 DPG G6_U08_L11			

Domain: Expressions and Equations

Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	DPG G6_U01_L08 DPG G6_U10_L01 DPG G6_U10_L10			
6.EE.2a	Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.	DPG G6_U01_L04 DPG G6_U01_L06 DPG G6_U01_L07			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.2b	Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	DPG G6 U01 L02 DPG G6 U01 L04 DPG G6 U01 L07			
6.EE.2c	Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	DPG G6 U01 L02 DPG G6 U01 L05 DPG G6 U02 L14 Expressions that arise from formulas in real world problems: DPG G6 U10 L03 DPG G6 U10 L07 DPG G6 U10 L10 Perform operations in order with no parentheses: DPG G6 U01 L02 DPG G6 U01 L08 DPG G6 U02 L12			
6.EE.3	Apply the properties of operations to generate equivalent expressions.	DPG G6 U01 L10 DPG G6 U02 L08 DPG G6 U02 L09 DPG G6 U02 L13 DPG G6 U10 L04			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	DPG G6 U01 L11 DPG G6 U02 L14 DPG G6 U05 L02			

Cluster: Reason about and solve one-variable equations and inequalities.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Equations: DPG G6 U05 L01 DPG G6 U05 L02 DPG G6 U05 L07 Inequalities: DPG G6 U08 L05 DPG G6 U08 L06 DPG G6 U08 L08			
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Use variables in expressions: DPG G6 U01 L01 DPG G6 U05 L04 DPG G6 U06 L08 Understand variables: DPG G6 U04 L13 DPG G6 U05 L02 DPG G6 U05 L05			
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	DPG G6 U05 L04 DPG G6 U05 L05 DPG G6 U06 L05 DPG G6 U07 L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Write inequalities: DPG G6 U08 L06 DPG G6 U08 L08 DPG G6 U08 L12 Recognize that there are infinitely many solutions: DPG G6 U08 L06 Represent solutions on number lines: DPG G6 U08 L06 DPG G6 U08 L08 DPG G6 U08 L12			

Cluster: Represent and analyze quantitative relationships between dependent and independent variables.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	DPG G6 U04 L14 DPG G6 U04 L15 DPG G6 U05 L09 DPG G6 U05 L10			

Domain: Geometry

Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Right triangles: DPG G6 U10 L02 DPG G6 U10 L05 Other triangles: DPG G6 U10 L04 DPG G6 U10 L05 Special quadrilaterals: DPG G6 U10 L03 DPG G6 U10 L05 Polygons: DPG G6 U10 L01 DPG G6 U10 L06 Problem-solving: DPG G6 U10 L05 DPG G6 U10 L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	DPG G6 U10 L07 DPG G6 U10 L08 DPG G6 U10 L09 DPG G6 U10 L12			
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	DPG G6 U10 L05 PB G6 U10 L05			
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	DPG G6 U10 L10 DPG G6 U10 L11 PB G6 U10 L11 DPG G6 U10 L12			

Domain: Statistics and Probability

Cluster: Develop understanding of statistical variability.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	DPG G6_U09_L09 DPG G6_U09_L10 DPG G6_U09_L13			
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	DPG G6_U09_L01 DPG G6_U09_L02 DPG G6_U09_L03 DPG G6_U09_L04			
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Measures of center: DPG G6_U09_L05 DPG G6_U09_L06 DPG G6_U09_L07 DPG G6_U09_L11 Measures of variation: DPG G6_U09_L09 DPG G6_U09_L10 DPG G6_U09_L11			

Cluster: Summarize and describe distributions.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Dot plots: DPG G6 U09 L02 DPG G6 U09 L13 Histograms: DPG G6 U09 L03 DPG G6 U09 L04 Box plots: DPG G6 U09 L10 DPG G6 U09 L12			
6.SP.5a	Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.	DPG G6 U09 L01 DPG G6 U09 L05 (L1) DPG G6 U09 L08 (L2) DPG G6 U09 L09 (E1)			
6.SP.5b	Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	DPG G6 U09 L02 DPG G6 U09 L04 DPG G6 U09 L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
6.SP.5c	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Measures of center: DPG G6 U09 L05 DPG G6 U09 L06 DPG G6 U09 L07 DPG G6 U09 L13 Measures of variability: DPG G6 U09 L09 DPG G6 U09 L11 DPG G6 U09 L13 Overall pattern/striking deviations: DPG G6 U09 L08 DPG G6 U09 L10			
6.SP.5d	Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	DPG G6 U09 L07 DPG G6 U09 L08 DPG G6 U09 L13			

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

California Department of Education, October 2024