

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</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>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