



**California Standards /Excel Math Correlation  
Grade - Kindergarten**

<b>CALIFORNIA MATH STANDARDS</b>	<b>Excel Math Lesson Numbers</b>
<b>Number Sense</b>	
<b>1.0 Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement.</b>	
1.1 Compare two or more sets of objects (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other.	2, 41, 44, 47, 54, 48, 58, 61, 62, 64, 70, 72, 73, 74, 79, 81, 82, 83, 84, 86, 89, 90, 105, 106, 113, 116, 157, 164, 176, 180
1.2 Count, recognize, represent, name and order a number of objects (up to 30).	12, 13, 14, 17, 18, 23, 24, 27, 32, 33, 37, 40, 42, 43, 46, 48, 49, 51, 53, 60, 66, 67, 68, 76, 78, 81, 82, 83, 85, 86, 87, 88, 91, 96, 99, 100, 101, 107, 109, 116, 114, 118, 120, 122, 123, 128, 130, 132, 133, 134, 137, 139, 140, 144, 145, 147, 148, 149, 150, 155, 156, 160, 162, 163, 166, 168, 169, 170, 174, 176, 177, 181, 182, 183, 185, 188, 192, 195, 196
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	13, 36, 72, 89, 114, 116, 128, 131, 157, 159, 161, 166, 183, 185, 189, 195
<b>2.0 Students understand and describe simple addition and subtraction situations.</b>	
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	92, 95, 102, 103, 105, 107, 108, 109, 113, 119, 120, 121, 124, 126, 127, 129, 131, 132, 136, 138, 139, 141, 143, 147, 148, 150, 153, 156, 160, 161, 163, 164, 166, 170, 174, 175, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 194, 195, 196, 197, 198, 199, 200
<b>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.</b>	
3.1 Recognize when an estimate is reasonable.	34, 50, 92, 109, 149, 183, 193
<b>ALGEBRA AND FUNCTIONS</b>	
<b>1.0 Students sort and classify objects.</b>	
1.1 Identify, sort and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red)	4, 6, 8, 9, 11, 16, 21, 22, 26, 28, 31, 38, 39, 52, 59, 69, 75, 85, 89, 101, 160, 171, 191



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<b>MEASUREMENT AND GEOMETRY</b> <b>1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:</b>	
1.1 Compare the length, weight and capacity of objects by making direct comparisons with reference objects (e.g. note which object is shorter, longer, taller, lighter, heavier, or holds more?)	2, 4, 6, 25, 34, 50, 56, 61, 77, 115, 125, 151, 158, 167, 184
1.2 Demonstrate understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar)	84, 110, 111, 161
1.3 Name the days of the week	
1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bed time is 8 o'clock at night)	110, 111, 161, 170, 175, 189
<b>2.0 Students identify common objects in their environment and describe the geometric features.</b>	
2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone)	65, 80, 82, 83, 91, 118, 130, 142, 171, 174, 176, 178, 185, 191
2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners)	4, 5, 7, 15, 35, 55, 85, 97, 99, 106, 108, 112, 135
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b> <b>1. Students collect information about objects and events in their environment.</b>	
1.1 Pose information questions, collect data and record the results using objects, pictures and picture graphs	10, 19, 50, 93, 98, 106, 117, 125, 135, 137, 138, 146, 149, 151, 152, 167, 172, 173, 184, 193



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<b>CALIFORNIA MATH STANDARDS</b>	<b>Excel Math Lesson Numbers</b>
1.2 Identify, describe and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	10, 19, 20, 29, 30, 45, 57, 63, 71, 104, 154, 158, 172, 176, 178
<b>MATHEMATICAL REASONING</b> <b>1.0 Students make decisions about how to set up a problem.</b>	
1.1 Determine the approach, materials and strategies to be used.	10, 54, 94, 117, 125, 138, 146, 152, 165, 197, 198
1.2 Use tools and strategies such as manipulatives or sketches to model problems	10, 37, 38, 54, 92, 125, 138, 146, 165, 197, 198
<b>2.0 Students solve problems in reasonable ways and justify reasoning.</b>	
2.1 Explain the reasoning used with concrete objects and/or pictorial representations	8, 10, 25, 31, 61, 64, 68, 69, 72, 77, 89, 92, 95, 97, 98, 112, 117, 119, 125, 138, 152, 160, 165, 197, 198
2.2 Make precise calculations and check the validity of the results from the context of the problem	34, 69, 77, 92, 97, 98, 119, 160, 176, 197, 198