Louisiana Guide to Illustrative Mathematics
Kindergarten

To assist teachers with the implementation of the Illustrative Mathematics curriculum for Kindergarten, this document provides multiple layers of guidance regarding how Illustrative Mathematics lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Illustrative Mathematics is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Illustrative Mathematics goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

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Kindergarten Suggested Implementation Calendar

Kindergarten	Unit	Approximate Number of Days	Number of Lessons
Weeks 1-4	Unit 1: Math in Our World	19 Days	17 Lessons
Weeks 5-9	Unit 2: Numbers 1-10	24 Days	22 Lessons
Weeks 10-13	Unit 3: Flat Shapes All Around Us	17 Days	15 Lessons
Weeks 14-17	Unit 4: Understanding Addition and Subtraction	20 Days	18 Lessons
Weeks 18-21	Unit 5: Composing and Decomposing Numbers to 10	17 Days	15 Lessons
Weeks 22-24	Unit 6: Numbers 0-20	15 Days	13 Lessons
Weeks 25-28	Unit 7: Solid Shapes All Around Us	18 Days	16 Lessons
Weeks 29-33	Unit 8: Putting It All Together	23 Days	21 Lessons
Weeks 34-36	Flex		

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Kindergarten: Standards by Unit							
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
K.CC.A.1 K.MD.B.3 K.CC.B.4 K.CC.B.4.a K.CC.C.6 Prerequisite Standards: 5.X.A.1 4.X.B.3 5.X.D.4c	K.CC.A.1 K.CC.A.3 K.CC.A.4 K.CC.B.4 K.CC.B.4.b K.CC.B.4.c K.CC.B.5 K.CC.C.6 K.CC.C.7	K.CC.A.1 K.CC.A.3 K.CC.B.5 K.OA.A.1 K.G.A.1 K.G.A.2 K.MD.A.2 K.G.B.4 K.G.B.5 K.G.B.6 K.MD.B.3	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4.c K.CC.B.5 K.OA.A.1 K.OA.A.2	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.CC.B.5	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.4.a K.CC.B.4.b K.CC.B.5 K.OA.A.1 K.OA.A.2 K.OA.A.4 K.OA.A.5 K.NBT.A.1	K.CC.A.1 K.CC.A.3 K.CC.B.5 K.CC.C.6 K.CC.C.7 K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.NBT.A.1 K.G.B.4 K.G.B.5 K.G.B.6 K.MD.B.3 K.MD.A.1 K.MD.A.2 K.G.A.1 K.G.A.2 K.G.A.3	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.4.c K.CC.B.5 K.CC.C.6 K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.NBT.A.1 K.MD.B.3

Standards by Lesson

Kindergarten: Standards by Lesson	
Unit 1 Lessons	**Standards**
1	K.MD.B.3, 6.X.B.3, 6.X.D.4c
2	K.MD.B.3
3	K.MD.B.3
4	K.MD.B.3
5	K.MD.B.3
6	K.CC.B.4
7	K.CC.B.4
8	K.CC.B.4, K.CC.C.6
9	K.CC.B.4
10	K.CC.B.4, K.CC.C.6

11	K.CC.B.4, K.CC.C.6
12	K.CC.A.1, K.CC.B.4, K.CC.B.4.a
13	K.CC.A.1, K.CC.B.4.a
14	K.CC.A.1, K.CC.B.4, K.CC.B.4.a
15	K.CC.A.1, K.CC.B.4.a
16	K.CC.A.1, K.CC.B.4.a
17	K.CC.B.5
Unit 2 Lessons	**Standards**
1	K.CC.A.1, K.CC.B.4
2	K.CC.A.1, K.CC.B.4, K.CC.B.4.b, K.CC.B.5
3	K.CC.A.1, K.CC.A.3, K.CC.B.5, K.CC.C.6
4	K.CC.C.6
5	K.CC.C.6
6	K.CC.C.6

7	K.CC.B.4, K.CC.B.4.b, K.CC.B.5
8	K.CC.B.5, K.CC.C.6
9	K.CC.B.5, K.CC.C.6
10	K.CC.B.5, K.CC.C.6
11	K.CC.C.6
12	K.CC.A.3, K.CC.B.4, K.CC.B.5
13	K.CC.A.3, K.CC.B.4, K.CC.B.5
14	K.CC.B.5, K.CC.C.6
15	K.CC.A.3, K.CC.B.5
16	K.CC.A.3, K.CC.B.4.c, K.CC.B.5
17	K.CC.B.4, K.CC.B.4.c, K.CC.C.6, K.CC.C.7
18	K.CC.B.4, K.CC.B.4.c, K.CC.C.6, K.CC.C.7
19	K.CC.B.4, K.CC.C.6, K.CC.C.7
20	K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7

21	K.CC.A.3, K.CC.C.6, K.CC.C.7
22	K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7
Unit 3 Lessons	**Standards**
1	K.G.A.1, K.G.A.2 K.G.B.4
2	K.G.A.1, K.G.A.2
3	K.G.B.4
4	K.G.A.1, K.G.B.4, K.MD.B.3
5	K.CC.A.3, K.CC.B.5 K.G.B.4
6	K.MD.A.2, K.G.B.4
7	K.CC.A.1 K.MD.A.2 K.G.B.5
8	K.G.A.1 K.G.B.4, K.G.B.5
9	K.G.A.1, K.G.A.2 K.G.B.4, K.G.B.5
10	K.CC.B.5 K.G.B.6
11	K.CC.A.3, K.CC.B.4.c, K.CC.B.5, K.G.A.2

12	K.CC.A.3, K.CC.B.5, K.CC.C.6, K.G.B.6
13	K.G.A.1
14	K.G.A.1, K.G.A.2, K.G.B.6
15	K.CC.B.5, K.CC.C.6, K.G.A.1, K.G.A.2, K.G.B.6
Unit 4 Lessons	**Standards**
1	K.OA.A.1, K.CC.B.5
2	K.CC.B.5, K.OA.A.1
3	K.CC.A.1, K.CC.B.5
4	K.CC.B.5, K.OA.A.1
5	K.CC.B.5, K.OA.A.1
6	K.CC.B.5, K.OA.A.1, K.OA.A.2
7	K.CC.B.5, K.OA.A.1, K.OA.A.2
8	K.OA.A.1, K.OA.A.2
9	K.CC.A.3, K.CC.B.5, K.OA.A.1, K.OA.A.2

10	K.CC.B.5, K.OA.A.1, K.OA.A.2
11	K.OA.A.2
12	K.CC.A.1, K.OA.A.1, K.OA.A.2
13	K.CC.A.3, K.CC.B.5, K.OA.A.1, K.OA.A.2
14	K.CC.A.2, K.OA.A.1, K.OA.A.2
15	K.CC.A.3, K.OA.A.1, K.OA.A.2
16	K.OA.A.1, K.OA.A.2
17	K.CC.A.3, K.CC.B.4.c, K.OA.A.1, K.OA.A.2
18	K.CC.A.1, K.CC.A.2, K.OA.A.1, K.OA.A.2
Unit 5 Lessons	**Standards**
1	K.OA.A.3, K.OA.A.5
2	K.OA.A.3
3	K.OA.A.3
4	K.CC.A.1, K.CC.A.2, K.OA.A.3

5	K.OA.A.1, K.OA.A.2, K.OA.A.3
6	K.OA.A.1, K.OA.A.2, K.OA.A.3
7	K.OA.A.1, K.OA.A.2, K.OA.A.3
8	K.OA.A.1, K.OA.A.2, K.OA.A.3
9	K.CC.A.1, K.CC.A.2, K.OA.A.1, K.OA.A.2, K.OA.A.3
10	K.CC.B.5, K.OA.A.4
11	K.OA.A.1, K.OA.A.4
12	K.OA.A.3, K.OA.A.4
13	K.OA.A.4
14	K.CC.A.3, K.OA.A.4
15	K.OA.A.1, K.OA.A.2, K.OA.A.3
Unit 6 Lessons	**Standards**
1	K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4, K.CC.B.5
2	K.CC.B.4, K.CC.B.4.a, K.CC.B.5, K.OA.A.1, K.OA.A.2

3	■ K.CC.B.4, ■ K.CC.B.4.b, ■ K.CC.B.5, ■ K.OA.A.5
4	■ K.CC.B.4, ■ K.CC.B.4.b, ■ K.CC.B.5
5	■ K.CC.A.3, ■ K.CC.B.5
6	■ K.CC.A.3, ■ K.CC.B.5, ■ K.NBT.A.1
7	■ K.CC.A.3, ■ K.CC.B.4.a, ■ K.CC.B.5, ■ K.NBT.A.1
8	■ K.CC.B.5, ■ K.NBT.A.1
9	■ K.CC.A.3, ■ K.CC.B.4.a, ■ K.CC.B.5, ■ K.NBT.A.1, ■ K.OA.A.1
10	■ K.CC.A.3, ■ K.CC.B.5, ■ K.NBT.A.1, ■ K.OA.A.1
11	■ K.CC.A.1, ■ K.CC.A.2, ■ K.CC.B.5, ■ K.NBT.A.1
12	■ K.CC.B.4.a, ■ K.CC.B.4.b, ■ K.CC.B.5, ■ K.OA.A.4
13	■ K.CC.A.2, ■ K.CC.A.3, ■ K.CC.B.4, ■ K.NBT.A.1, ■ K.OA.A.1
Unit 7 Lessons	**Standards**
1	■ K.CC.A.3, ■ K.CC.B.5, ■ K.NBT.A.1, □ K.G.B.6
2	■ K.CC.A.1, ■ K.CC.C.6, ■ K.CC.C.7, □ K.G.B.6

3	K.OA.A.1, K.OA.A.2 K.G.B.5, K.G.B.6
4	K.OA.A.1, K.G.B.6
5	K.OA.A.1, K.OA.A.2
6	K.CC.A.1, K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5, K.G.B.6
7	K.G.A.3, K.G.B.4, K.G.B.5, K.MD.B.3
8	K.MD.A.1, K.MD.A.2
9	K.CC.A.1, K.MD.A.1, K.MD.A.2
10	K.OA.A.5, K.G.A.2, K.G.B.4, K.G.B.5
11	K.G.A.1, K.G.A.2, K.G.B.4, K.MD.B.3
12	K.G.B.4, K.G.B.5
13	K.G.A.1, K.G.B.5
14	K.G.A.1, K.G.B.6
15	K.CC.B.5, K.G.B.4, K.G.B.6
16	K.CC.A.1, K.G.B.5

Unit 8 Lessons	Standards
1	K.CC.A.2, K.CC.A.3, K.CC.B.4.c, K.CC.B.5, K.MD.B.3
2	K.CC.A.3, K.CC.B.4, K.CC.B.5, K.NBT.A.1
3	K.CC.A.1, K.CC.A.2, K.CC.B.4.c, K.OA.A.2
4	K.CC.B.4, K.CC.B.5
5	K.CC.A.1, K.CC.A.2, K.CC.A.3
6	K.CC.A.3
7	K.CC.A.3, K.OA.A.5
8	K.CC.B.4, K.CC.C.6
9	K.CC.B.4
10	K.OA.A.2
11	K.OA.A.1, K.OA.A.2, K.OA.A.5
12	K.OA.A.3, K.OA.A.5

13	K.OA.A.5
14	K.CC.C.6, K.OA.A.3, K.OA.A.5, K.MD.B.3
15	K.CC.C.6, K.OA.A.2, K.OA.A.5
16	K.OA.A.5
17	K.OA.A.3
18	K.CC.B.4.c, K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4
19	K.OA.A.3, K.OA.A.4
20	K.CC.B.4, K.NBT.A.1
21	K.CC.B.5, K.NBT.A.1

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
K.CC.A.1	Count to 100 by ones and by tens.	1.12, 1.13, 1.14, 1.15, 1.16, 2.1, 2.2, 2.3, 3.1, 4.3, 4.12, 4.18, 5.4, 5.9, 6.1, 6.11, 7.2, 7.9, 7.16, 8.3, 8.5
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	4.14, 4.18, 5.4, 5.9, 6.1, 6.11, 6.13 8.1, 8.3, 8.5
K.CC.A.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).	2.3, 2.12, 2.13, 2.15, 2.16, 2.20, 2.21, 2.22, 3.5, 3.11, 3.12, 4.9, 4.13, 4.15, 4.17, 5.14, 6.1, 6.5, 6.6, 6.7, 6.9, 6.10, 6.13, 7.1, 8.1, 8.2, 8.5, 8.6, 8.7
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 2.1, 2.2, 2.7, 2.12, 2.13, 2.16, 2.17, 2.18, 2.19, 3.11, 4.17, 6.1, 6.2, 6.3, 6.4, 6.7, 6.9, 6.12, 6.13, 8.1, 8.2, 8.3, 8.4, 8.18, 8.20

K.CC.B.5	Count to answer “How many?” questions. a. Count objects up to 20, arranged in a line, a rectangular array, or a circle. b. Count objects up to 10 in a scattered configuration. c. When given a number from 1-20, count out that many objects.	2.2, 2.3, 2.7, 2.8, 2.9, 2.10, 2.12, 2.13, 2.14, 2.15, 2.16, 2.20, 2.22, 3.5, 3.10, 3.11, 3.12, 3.15, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.13, 5.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 7.1, 7.15, 8.1, 8.2, 8.4, 8.21
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.* *Include groups with up to ten objects.	1.8, 1.10, 1.11, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.14, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 3.12 3.15, 7.1, 8.14, 8.15
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 7.2
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.15, 6.2, 6.9, 6.10, 6.13, 7.3, 7.4, 7.5, 7.6, 8.11, 8.18
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 5.5, 5.6, 5.7, 5.8, 5.9, 5.15, 6.2, 7.3, 7.5, 7.6, 8.3, 8.10, 8.11, 8.15, 8.18

■ K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.15, 7.6, 8.12, 8.14, 8.17, 8.18, 8.19
■ K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	5.10, 5.11, 5.12, 5.13, 5.14, 6.12, 7.6, 8.18, 8.19
■ K.OA.A.5	Fluently add and subtract within 5.	5.1, 6.3, 7.6, 7.10, 8.7, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16
■ K.NBT.A.1	Gain understanding of place value. a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. b. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). c. Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8*). * Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.	6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.13, 7.1, 8.2, 8.20, 8.21
○ K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	7.8, 7.9
○ K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	3.6, 3.7, 7.8, 7.9

K.MD.B.3	Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10)	1.1, 1.2, 1.3, 1.4, 1.5, 6.4, 7.7, 7.11, 8.1, 8.14
K.MD.C.4	Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)	
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	3.1, 3.2, 3.4, 3.8, 3.9, 3.13, 3.14, 3.15, 7.11, 7.13, 7.14
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	3.1, 3.2, 3.9, 3.11, 3.15, 7.10, 7.11
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	7.7
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 7.7, 7.10, 7.11, 7.12, 7.15
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	3.7, 3.8, 3.9, 7.3, 7.7, 7.10, 7.12, 7.13, 7.16
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	3.10, 3.12, 3.14, 3.15, 7.1, 7.2, 7.3, 7.4, 7.6, 7.14, 7.15

Acceleration in Mathematics within the context of Illustrative Mathematics

Diagnose	**Check Your Readiness Assessments and Teacher Guides** • assess prerequisite standards; • provide guidance to support planning for learning acceleration; • offer varied problem types; and • are available in two versions of each pre-unit assessment.
Plan	**Check Your Readiness** gives cues as to when the prerequisite knowledge will be needed. **Adaptation Packs** provide guidance on whole-group acceleration supports **Accelerate Math Materials** are designed for small groups and address prerequisite knowledge standards.
Deliver	During the **Deliver** phase, follow through on the plan. Remember that the plan is not a commitment in the strictest sense. Teachers should feel empowered to adjust as you move through the plan and engage in the acceleration cycle at the lesson level and implement just-in-time supports designed for alignment to your high-quality resource.
Monitor	**To Monitor,** use daily student work from tasks embedded in the curriculum and student work from the support session. Use information gained about student understanding to plan next instructional steps. IM provides suggestions in the form of Cool down guidance to assist teachers in interpreting the urgency of students daily unfinished learning. Each Cool-down is classified in one of three ways: ● **More Chances** suggests to the teacher that there is no need to stop and reteach at this point. There are additional lessons and examples *coming next to support the skill* and the standard should not yet be secure in student knowledge. ● **Points to Emphasize** is the label for cool downs that have key details, definitions, or steps that should be noted. If students struggle with these items, the teacher is guided on where in the next couple lessons to *emphasize* the details and support the unfinished learning. ● A **Press Pause** cool down is a stopping point within the unit where the skill should be retaught and supported with additional examples. *Future lessons are dependent* on students being confident in these items.