



# IXL Skill Alignment

Kindergarten alignment for Everyday Mathematics Fourth Edition



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# Unit 1

## Foundational Counting Principles and Skills

| Textbook section                            | IXL skills   |
|---|--|
| <b>1-1:</b> Partner Match                   | 1. Long and short DGP<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Tall and short 9KJ</li> <li>Wide and narrow 5Q4</li> </ul>  |
| <b>1-2:</b> Introduction to Pattern Blocks  | 1. Name the two-dimensional shape MCW<br>2. Count sides VUD  |
| <b>1-3:</b> <i>Gotcha</i> : A Counting Game | 1. Learn to count to 10 SLE<br>2. Count pictures - up to 10 WVJ<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Count dots - up to 10 WNL</li> <li>Count shapes in rows - up to 10 R69</li> </ul> |
| <b>1-4:</b> Number Walk                     | 1. Identify numbers - up to 10 Z7T   |
| <b>1-5:</b> Getting to Know Numbers         | 1. Count using stickers - up to 5 BRM<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Compose two-dimensional shapes ZXE</li> </ul>   |
| <b>1-6:</b> <i>Count and Sit</i>            | 1. Count up - up to 10 BEC<br>2. Count forward - up to 10 MFP  |
| <b>1-7:</b> Class Birthdays                 | 1. Months of the year 4E2<br>2. Fewer and more - compare by matching 7YV<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Represent numbers with pictures - up to 3 S66</li> </ul>                 |
| <b>1-8:</b> Class Age Graph                 | 1. Fewer, more, and same FLW<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Which picture graph is correct? N2G</li> </ul>   |

- Interpret picture graphs CHT

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**1-9: Number Stations**

1. Show numbers with cubes - up to 5 XKB
2. Represent numbers with pictures - up to 5 85U

*Also consider*

- Count cubes - up to 5 U9J

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**1-10: Quick Looks**

1. Represent numbers with shapes - up to 5 NA6

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**1-11: Five Frames**

1. One more on frames - up to 5 Z6Y
2. One less on frames - up to 5 MVT

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**1-12: Describing Shapes**

1. Curved parts A6B
2. Count corners EKY

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**1-13: Shape Patterns**

1. Find the next shape in a pattern 8N9
  2. Complete a pattern VCR
  3. Growing patterns WM7
  4. Find the next shape in a growing pattern D7X
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## Unit 2

### Naming and Describing Shapes; Counting

| Textbook section                           | IXL skills  |
|--|---|
| <b>2-1:</b> <i>Match Up with Dot Cards</i> | 1. Represent numbers - up to 10 UJH<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Count cubes - up to 10 Q47</li> <li>Count blocks - up to 10 DB8</li> </ul> |
| <b>2-2:</b> <i>Top-It with Dot Cards</i>   | 1. Fewer and more - compare by counting up to 5 5FC   |
| <b>2-3:</b> Getting to Know Triangles      | 1. Triangles N6Y  |
| <b>2-4:</b> Number Board                   | 1. One more with pictures - up to 10 7MC<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>One less with pictures - up to 10 KUP</li> </ul>                      |
| <b>2-5:</b> Pocket Problems                | 1. Put together cubes - sums up to 5 EBP<br>2. Take away cubes - numbers up to 5 RZA  |
| <b>2-6:</b> How Many Now?                  | 1. One more with frames - up to 9 KJL<br>2. One more - up to 10 ZZR   |
| <b>2-7:</b> Introduction to Sorting        | 1. Different 8U4<br>2. Same H8J<br>3. Classify and sort by color VUU<br>4. Classify and sort by shape 9UK   |
| <b>2-8:</b> Getting to Know Circles        | 1. Circles ASA<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Count on ten frames - up to 5 QJR</li> <li>Show numbers on ten frames - up to 5 WSY</li> </ul>  |
| <b>2-9:</b> Ten Frames                     | 1. Count on ten frames - up to 10 QQQ<br>2. Show numbers on ten frames - up to 10 TGW   |

**2-10: Counting Collections**

1. Count scattered shapes - up to 10 F7B
2. Count shapes in rings - up to 10 79V

*Also consider*

- Count scattered shapes - up to 5 HX8
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**2-11: Getting to Know Rectangles**

1. Squares 2WP
2. Rectangles SLM

*Also consider*

- Square corners 6ZY
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**2-12: Number Stories**

1. Put together cubes - sums up to 10 EFK
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**2-13: More Number Stories**

1. Take away cubes - numbers up to 10 X5K
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## Unit 3

### Reading, Writing, and Using Numbers; Making Comparisons

| Textbook section                      | IXL skills   |
|---------------------------------------|--|
| <b>3-1:</b> Pattern-Block Graph       | 1. Classify, sort, and count H8H   |
| <b>3-2:</b> Ten-Bean Spill            | 1. Decompose a number up to 10 BGU<br>2. Count up - up to 20 KYB   |
| <b>3-3:</b> Rope Shapes               | 1. Select two-dimensional shapes QRY   |
| <b>3-4:</b> Number Books              | 1. Count to 15 SFH   |
| <b>3-5:</b> Longer or Shorter?        | 1. Compare lengths DLM<br><br><i>Also consider</i><br>• Count using stickers - up to 10 VNE  |
| <b>3-6:</b> Obstacle Course Positions | 1. Above and below 9DZ<br>2. Beside and next to 5JY<br>3. Inside and outside DHH<br><br><i>Also consider</i><br>• Top, middle, and bottom 2XE<br>• Left, middle, and right QC5 |
| <b>3-7:</b> Comparing Representations | 1. Show numbers on ten frames - 6 to 10 V2D  |
| <b>3-8:</b> <i>Spin a Number</i>      | 1. Show numbers with cubes - up to 10 BPS  |
| <b>3-9:</b> Line Up                   | 1. One more on frames - up to 10 EUM<br>2. Complete a sequence - up to 10 5A2<br><br><i>Also consider</i><br>• Number lines - up to 10 BVD                                     |
| <b>3-10:</b> Number Card Activities   | 1. Count up and down - up to 10 BKF<br><br><i>Also consider</i><br>• Count forward and backward - up to 10 VYA   |



**3-11:** *Roll and Record*

1. Represent numbers - up to 6 MKH

**3-12:** *Monster Squeeze*

1. Before, after, and between - up to 10 72D

**3-13:** Numbers on Slates

1. One more and one less on frames - up to 10 6QC

## Unit 4

### Advanced Counting; Composing/Decomposing Numbers and Shapes; Measurable Attributes

| Textbook section                  | IXL skills   |
|-----------------------------------|--|
| <b>4-1:</b> Attribute Blocks      | <ol style="list-style-type: none"> <li>1. Same and different 6XZ</li> <li>2. Classify and sort RPB</li> </ol>  |
| <b>4-2:</b> Shapes by Feel        | <ol style="list-style-type: none"> <li>1. Count sides and corners UX9</li> <li>2. Compare sides and corners UXY</li> </ol>   |
| <b>4-3:</b> Favorite Colors Graph | <ol style="list-style-type: none"> <li>1. Interpret bar graphs I XBL</li> <li>2. Interpret bar graphs II 8W7</li> </ol>  |
| <b>4-4:</b> Meet the Calculator   | <ol style="list-style-type: none"> <li>1. One less on frames - up to 10 CYU</li> </ol>   |
| <b>4-5:</b> Ten-Frame Quick Looks | <ol style="list-style-type: none"> <li>1. Count on ten frames - numbers 6 to 10 X6U</li> <li>2. Count to fill a ten frame 2U3</li> </ol>   |
| <b>4-6:</b> Moving with Teens     | <ol style="list-style-type: none"> <li>1. Count forward - up to 20 VXC</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>• Number lines - up to 20 UEP</li> <li>• Before, after, and between - up to 20 XTF</li> </ul> |
| <b>4-7:</b> Building Hexagons     | <ol style="list-style-type: none"> <li>1. Hexagons ZQE</li> </ol>  |
| <b>4-8:</b> Building Numbers      | <ol style="list-style-type: none"> <li>1. Put together cubes - sums 6 to 10 CAG</li> </ol>   |
| <b>4-9:</b> Exploring Weight      | <ol style="list-style-type: none"> <li>1. Light and heavy WWN</li> </ol>   |
| <b>4-10:</b> Exploring Capacity   | <ol style="list-style-type: none"> <li>1. Holds more or less 9KH</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>• Compare size, weight, and capacity KGC</li> </ul>   |
| <b>4-11:</b> Counting by 10s      | <ol style="list-style-type: none"> <li>1. Learn to skip-count by tens 5RK</li> <li>2. Skip-count by tens W6M</li> </ol>  |



*Also consider*

- Learn to skip-count by fives GZ7
- Skip-count by fives HT2

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**4-12:** *Top-It with Number Cards*

1. Compare two numbers - up to 10 Z62

*Also consider*

- Compare three numbers - up to 10 QS6

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**4-13:** Number-Grid Exploration

1. Counting on the hundred chart LGT
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# Unit 5

## Exploring Teen Numbers

| Textbook section                                 | IXL skills   |
|--|--|
| <b>5-1:</b> The 100th Day of School              | <ol style="list-style-type: none"> <li>Count groups of ten 6J5</li> <li>Count to 100 9PV</li> </ol>  |
| <b>5-2:</b> <i>Roll and Record with Dot Dice</i> | <ol style="list-style-type: none"> <li>Count dots - 0 to 20 7T4</li> </ol>   |
| <b>5-3:</b> <i>Ten Bears on a Bus</i>            | <ol style="list-style-type: none"> <li>Count to fill a ten frame: write the number 27N</li> </ol>  |
| <b>5-4:</b> Find and Draw Shapes                 | <ol style="list-style-type: none"> <li>Represent numbers - up to 20 HTQ</li> </ol>   |
| <b>5-5:</b> Shapes All Around                    | <ol style="list-style-type: none"> <li>Location in a grid LD9</li> </ol>   |
| <b>5-6:</b> Teen Partners                        | <ol style="list-style-type: none"> <li>Make teen numbers: words 7X2</li> <li>Take apart teen numbers: words G8R</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>Count blocks - up to 20 2W4</li> </ul> |
| <b>5-7:</b> Seats at the Party                   | <ol style="list-style-type: none"> <li>Are there enough? SL5</li> <li>Comparison word problems MA7</li> </ol>  |
| <b>5-8:</b> <i>Teens on Double Ten Frames</i>    | <ol style="list-style-type: none"> <li>Count on ten frames - up to 20 FTY</li> <li>Show numbers on ten frames - up to 20 HZM</li> </ol>  |
| <b>5-9:</b> The Equal Symbol (=)                 | <ol style="list-style-type: none"> <li>Compare numbers up to 20 using words 6JG</li> </ol>   |
| <b>5-10:</b> The Addition Symbol (+)             | <ol style="list-style-type: none"> <li>Add with pictures - sums up to 5 LZY</li> <li>Addition word problems with pictures - sums up to 5 W5C</li> </ol>  |
| <b>5-11:</b> <i>Growing Train</i>                | <ol style="list-style-type: none"> <li>Add with cubes - sums up to 10 VKN</li> <li>Addition sentences up to 10: which model matches? GBZ</li> <li>Addition sentences up to 10: what does the model show? WTT</li> </ol>              |

*Also consider*

- Addition word problems - sums up to 10 KUH

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**5-12:** Number Scrolls

1. Complete a sequence - up to 100 MD9

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**5-13:** Shape Combinations

1. Compose two-dimensional shapes using up to 4 smaller shapes WHR
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## Unit 6

### Exploring 3-D Shapes and Measurable Attributes; Representing Addition and Subtraction

| Textbook section                      | IXL skills  |
|---------------------------------------|---|
| <b>6-1:</b> Body Heights with String  | 1. Compare heights N65<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Measure length with objects B8S</li> </ul>  |
| <b>6-2:</b> Length Line Up            | 1. Longest and shortest XAZ<br>2. Tallest and shortest TWC  |
| <b>6-3:</b> Types of Pets Graph       | 1. Which bar graph is correct? LEJ<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Take apart teen numbers: addition sentences 7ML</li> <li>Make teen numbers: addition sentences HZS</li> </ul>                   |
| <b>6-4:</b> Solid-Shapes Museum       | 1. Name the three-dimensional shape 2FZ<br>2. Shapes of everyday objects I ZRS<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Cylinders HNK</li> <li>Cones CFP</li> <li>Spheres WHV</li> <li>Cubes FS7</li> </ul> |
| <b>6-5:</b> Flat and Solid Shapes     | 1. Flat and solid shapes 4X6<br>2. Identify faces of three-dimensional shapes B53   |
| <b>6-6:</b> "What's My Rule?" Fishing | 1. Count shapes in a Venn diagram NFL   |
| <b>6-7:</b> Tall Enough to Ride?      | 1. Measure height with cubes T5K<br>2. Build cube trains to measure height S7W<br><br><i>Also consider</i> <ul style="list-style-type: none"> <li>Measure length with cubes 7AH</li> </ul>  |

- Build cube trains to measure length XSQ

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**6-8: The Subtraction Symbol (-)**

1. Subtract with pictures - numbers up to 10 5KG

*Also consider*

- Subtraction sentences up to 10: which model matches? UFH

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**6-9: Disappearing Train**

1. Subtract with cubes - numbers up to 10 XZN

*Also consider*

- Subtraction word problems - numbers up to 10 QBY

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**6-10: Attribute Spinner**

1. Classify shapes by color 8JL
2. Sort shapes into a Venn diagram Y5J

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**6-11: Hiding Bears**

1. Complete the addition sentence - make 10 CB8

*Also consider*

- Make a number using addition - sums up to 5 B2L
- Complete the addition sentence - sums up to 5 JRS

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**6-12: Growing and Disappearing Train**

1. Add or subtract - numbers up to 5 C6F
2. Add or subtract - numbers up to 10 6SR

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**6-13: Number Stories with Symbols (+, -, and =)**

1. Addition word problems with pictures - sums up to 10 7VF
2. Subtraction word problems with pictures - numbers up to 10 E6T

*Also consider*

- Turn words into an addition sentence - sums up to 10 P5F
  - Turn words into a subtraction sentence - numbers up to 10 9GF
-

# Unit 7

## Addition and Subtraction Strategies; Expanding Number Sense

| Textbook section                                  | IXL skills   |
|---|--|
| <b>7-1:</b> Number Line Addition and Subtraction  | <ol style="list-style-type: none"> <li>1. Addition sentences using number lines - sums up to 10 T ZT</li> <li>2. Subtraction sentences using number lines - up to 10 G8H</li> </ol>  |
| <b>7-2:</b> Domino Addition                       | <ol style="list-style-type: none"> <li>1. Add with pictures - sums up to 10 KM7</li> </ol>   |
| <b>7-3:</b> Teen Collections                      | <ol style="list-style-type: none"> <li>1. Count on ten frames - numbers 11 to 20 N6U</li> <li>2. Show numbers on ten frames - numbers 11 to 20 26E</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>• Make and take apart teen numbers: addition sentences QGH</li> </ul> |
| <b>7-4:</b> <i>Solid-Shapes Match Up</i>          | <ol style="list-style-type: none"> <li>1. Shapes of everyday objects II E2G</li> </ol>   |
| <b>7-5:</b> Count and Skip Count with Calculators | <ol style="list-style-type: none"> <li>1. Sequences - count by ones and tens 7HA</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>• Learn to skip-count by twos, fives, and tens 6BV</li> <li>• Skip-count by twos, fives, and tens EKR</li> </ul>                        |
| <b>7-6:</b> Pan Balance: Leveling                 | <ol style="list-style-type: none"> <li>1. Compare weights W2G</li> </ol>   |
| <b>7-7:</b> Representing Survey Data              | <ol style="list-style-type: none"> <li>1. Which picture graph is correct? N2G</li> <li>2. Interpret picture graphs CHT</li> </ol>  |
| <b>7-8:</b> Estimation Jar                        | <ol style="list-style-type: none"> <li>1. Estimate to the nearest ten 6C2</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>• Fewer and more - compare in a mixed group 7MY</li> </ul>   |
| <b>7-9:</b> Bead Combinations                     | <ol style="list-style-type: none"> <li>1. Make a number using addition - sums up to 10 QJS</li> </ol>  |

**7-10: Class Number-Story Book**

1. Addition and subtraction word problems with pictures XXR
  2. Addition and subtraction word problems X42
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**7-11: Class Collection**

1. Count blocks - up to 100 ZKS

*Also consider*

- Count blocks - up to 30 BD5
  - Count on ten frames - up to 30 RE2
  - Skip-count by twos NTX
  - Skip-count by twos on ten frames 3N9
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**7-12: Dice Addition**

1. Add two numbers - sums up to 5 YAX

*Also consider*

- Complete a sequence - up to 20 ZYR
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**7-13: Mystery Block**

1. Complete the sentence represented by a number line - up to 20 ND9

*Also consider*

- Number lines - up to 30 7KQ
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# Unit 8

## Numbers that Add to 10; Early Fact Fluency

| Textbook section                             | IXL skills   |
|--|--|
| <b>8-1:</b> Solid Shapes by Feel             | 1. Count vertices, edges, and faces SPV  |
| <b>8-2:</b> Marshmallow and Toothpick Shapes | 1. Identify shapes traced from solids MQE  |
| <b>8-3:</b> Counting to Measure Time         | 1. Select three-dimensional shapes QAV<br><br><i>Also consider</i><br>• Count to 20 2JV  |
| <b>8-4:</b> Interrupted Counting             | 1. Count forward - up to 100 ZA6   |
| <b>8-5:</b> <i>Dice Subtraction</i>          | 1. Subtract - numbers up to 5 6R6<br>2. Make a number using subtraction - numbers up to 5 9VN<br><br><i>Also consider</i><br>• Complete the subtraction sentence - numbers up to 5 CEK     |
| <b>8-6:</b> Craft-Stick Bundles              | 1. Count tens and ones - up to 20 JLP<br>2. Write tens and ones - up to 20 FVP<br><br><i>Also consider</i><br>• Count tens and ones - up to 30 9NY<br>• Write tens and ones - up to 30 AHY |
| <b>8-7:</b> Birds on Wires                   | 1. Ways to make a number - addition sentences up to 10 UKN   |
| <b>8-8:</b> <i>Car Race</i>                  | 1. Complete the addition sentence - sums up to 10 SAF  |
| <b>8-9:</b> Number Stories with Calculators  | 1. Addition and subtraction word problems - up to 20 TVT   |



**8-10: Nonconsecutive Numbers**

1. Put numbers up to 20 in order UKC

*Also consider*

- Put numbers up to 30 in order DPE

**8-11: Addition Top-It**

1. Add two numbers - sums up to 10 TCB
2. Find the next shape in a pattern 8N9

**8-12: Function Machines**

1. Addition input/output tables - sums up to 10 7F3
2. Subtraction input/output tables - numbers up to 10 5E7

**8-13: Name-Collection Posters**

1. Addition and subtraction - ways to make a number PXM

# Unit 9

## Measurement and Spatial Thinking

| Textbook section                                     | IXL skills  |
|--|---|
| <b>9-1:</b> <i>Make My Design</i>                    | <ol style="list-style-type: none"> <li>1. Top, middle, and bottom 2XE</li> <li>2. Left, middle, and right QC5</li> </ol>  |
| <b>9-2:</b> <i>Subtraction Top-It</i>                | <ol style="list-style-type: none"> <li>1. Subtract - numbers up to 10 X6Y</li> <li>2. Make a number using subtraction - numbers up to 10 WQ5</li> <li>3. Complete the subtraction sentence - numbers up to 10 YL7</li> </ol>                                      |
| <b>9-3:</b> <i>"What's My Rule?" with Numbers</i>    | <ol style="list-style-type: none"> <li>1. Addition input/output tables: find the rule CYZ</li> <li>2. Subtraction input/output tables: find the rule CUU</li> </ol>   |
| <b>9-4:</b> Backpack Math: Height, Width, and Area   | <ol style="list-style-type: none"> <li>1. Wide and narrow 5Q4</li> </ol>  |
| <b>9-5:</b> Backpack Math: Weight and Capacity       | <ol style="list-style-type: none"> <li>1. Holds more or less 9KH</li> <li>2. Compare size, weight, and capacity KGC</li> </ol>  |
| <b>9-6:</b> <i>Roll and Record with Numeral Dice</i> | <ol style="list-style-type: none"> <li>1. Add two numbers: addends up to 5 UEG</li> </ol>   |
| <b>9-7:</b> Making Classroom Maps                    | <ol style="list-style-type: none"> <li>1. Above and below - find solid figures 5YQ</li> <li>2. Beside and next to - find solid figures YYL</li> </ol>   |
| <b>9-8:</b> Uniform Weights on a Pan Balance         | <ol style="list-style-type: none"> <li>1. Count up and down by ones and tens DVF</li> </ol> <p><i>Also consider</i></p> <ul style="list-style-type: none"> <li>• Count up and down - up to 20 53C</li> <li>• Count forward and backward - up to 20 BGW</li> </ul> |
| <b>9-9:</b> Measuring Time in Seconds                | <ol style="list-style-type: none"> <li>1. Compare numbers up to 20 using words 6JG</li> </ol>   |
| <b>9-10:</b> Doubles on Double Ten Frames            | <ol style="list-style-type: none"> <li>1. Add doubles using models YKF</li> <li>2. Add doubles APG</li> </ol>   |
| <b>9-11:</b> <i>Fishing for Ten</i>                  |   |

**9-12: Math Celebration Preparation**

1. Read a calendar I D7Z
2. Read a calendar II RA2
3. Seasons SK6

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**9-13: Math Celebration**

1. Find the next shape in a growing pattern D7X
  2. Find the next row in a growing pattern W2U
-