
Kindergarten

Math Course Description and Curriculum Map

Telesis Preparatory Academy



Telesis Preparatory Academy

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CURRENT COURSE INFORMATION: COURSE ID: Envision Math – Common Core
 CLASS LEVEL: Kindergarten

COURSE RESOURCES: Text: Envision Math T.E.: 9780328697830 2012
 Math Diagnosis Intervention System: 9780328311262
 Hands-On Manipulatives Kits

ON LINE RESOURCES at: www.pearsonsuccessnet.com

Course Description: Introduction to mathematical concepts with emphasis on foundations of number and operations within 0-20. Focus is on representing and comparing whole numbers, beginning with usage of “sets of objects.” Counting and cardinality of numbers are introduced with emphasis on counting, comparing and joining of separate sets. Additional area of study is in the development of describing geometric ideas to shapes by name, identification, and description with regards to two and three dimensional shapes.

REQUIRED ASSESSMENTS & BENCHMARKING:

WEEK	WEEK / DATE	TESTING TYPE
WEEK 2		GALILEO – PRETEST/BENCHMARK #1
WEEK 18		GALILEO - BENCHMARK #2
WEEK 21		STAR MATH
WEEK 37		STAR MATH
WEEK 38		GALILEO – POST TEST

Note: Benchmarking standards shall be determined by Administration / Data Analysis Team and be in compliance with state requirements. These tests do not take the place of regularly scheduled quizzes or chapter exams as suggested by curriculum. Dates/ weeks provided are the scheduled time(s) for required testing per Administration guidelines. Date(s) are subject to change.

LESSON DETAILS AND CURRICULUM MAPPING

*NOTE: Common Core Alignment indicators are based on Arizona “recoding” effective October 2013.
(see enclosed Arizona Common Core Placemat for detailed descriptors)*

Optional Studies in italics

Upon completion of each topic, student will be able to demonstrate understanding and knowledge through assessment and content application of:

Objective	Common Core Alignments	Pacing	Date(s)
TOPIC 1: ONE TO FIVE	COUNTING & CARDINALITY Know number names and the count sequence. Count to tell the number of objects.	7 DAYS	
1-1 COUNTING 1, 2, and 3	KCCB.4 (a, b), KCCB.5	1 day	
1-2 COUNTING 1, 2, and 3 in Different Arrangements	KCCB.4(a,b), KCCB.5	1 day	
1-3 READING and WRITING 1, 2 and 3	KCCA.3, KCCB.4(a,b), KCCB.5,	1 day	
1-4 COUNTING 4 and 5	KCCB.4, KCCB.5,	1 day	
1-5 COUNTING 4 and 5 in Different Arrangements	KCCB.4, KCCB.5,	1 day	
1-6 READING and WRITING 4 and 5	KCCA.3, KCCB.4, KCCB.5	1 day	
1-7 Problem Solving – Use Objects	KCCB.4, KCCB.5	1 day	
TOPIC 2: COMPARING AND ORDERING 0 TO 5	COUNTING & CARDINALITY Know number names and the count sequence. Count to tell the number of objects. Compare numbers.	9 DAYS	
2-1 MORE, FEWER, and SAME AS	KCCC.6	1 day	
2-2 1 and 2 MORE	KCCC.6	1 day	
2-3 1 and 2 FEWER	KCCC.6	1 day	
2-4 THE NUMBER 0	KCCA.3, KCCC.6	1 day	
2-5 READING and WRITING 0	KCCA.3, KCCB.4, KCCB.5	1 day	
2-6 AS MANY, MORE, and FEWER	KCCC.6	1 day	
2-7 ORDERING NUMBERS 0 to 5	KCCB.4		
2-8 ORDINAL NUMBERS THROUGH FIFTH	KCCB.4		
2-9 Problem Solving – Use Objects	KCCB.4, KCCC.6	1 day	
TOPIC 3: SIX TO TEN	COUNTING & CARDINALITY Know number names and the count sequence. Count to tell the number of objects.	7 DAYS	
3-1 COUNTING 6 and 7	KCCB.4, KCCB.5	1 day	

3-2 READING and WRITING 6 and 7	KCCA.3, KCCB.4, KCCB.5	1 day	
3-3 COUNTING 8 and 9	KCCB.4, KCCB.5,	1 day	
3-4 READING and WRITING 8 and 9	KCCA.3, KCCB.4, KCCB.5	1 day	
3-5 COUNTING 10	KCCB.4, KCCB.5	1 day	
3-6 READING and WRITING 10	KCCA.3, KCCB.4, KCCB.5	1 day	
3-7 Problem Solving – Look for a Pattern	KCCB.4	1 day	
TOPIC 4: COMPARING AND ORDERING NUMBERS 0 TO 10	COUNTING & CARDINALITY Compare numbers. Know number names and the count sequence.	10 DAYS	
4-1 COMPARING NUMBERS THROUGH 10	KCCC.6, KCCC.7	1 day	
4-2 COMPARING NUMBERS TO 5	KCCC.6, KCCC.7	1 day	
4-3 COMPARING NUMBERS TO 10	KCCC.6, KCCC.7	1 day	
4-4 1 MORE	KCCC.6, KCCC.7, KOAA.1,	1 day	
4-5 1 FEWER	KCCC.6, KCCC.7, KOAA.1	1 day	
4-6 2 MORE	KCCC.6, KCCC.7, KOAA.1	1 day	
4-7 2 FEWER	KCCC.6, KCCC.7, KOAA.1	1 day	
4-8 ORDERING NUMBERS THROUGH 10	KCCA.2, KCCB.4	1 day	
4-9 ORDERING NUMBERS ON A NUMBER LINE	KCCA.2	1 day	
4-10 Problem Solving – Use Objects	KCCC.7	1 day	
NUMBERS TO 20			
TOPIC 5: NUMBERS TO 20	Representing, relating, and operating on whole numbers, initially with sets of objects	5 DAYS	
5-1 COUNTING, READING, and WRITING 11 and 12	KCCA.3, KCCB.4	1 day	
5-2 COUNTING, READING, and WRITING 13, 14, and 15	KCCA.3, KCCB.4	1 day	
5-3 COUNTING, READING, and WRITING 16 and 17	KCCA.3, KCCB.4	1 day	
5-4 COUNTING, READING, and WRITING 18, 19, and 20	KCCA.3, KCCB.4	1 day	
5-5 Problem Solving: Use Logical Reasoning	KCCA.2	1 day	
TOPIC 6: NUMBERS TO 100	COUNTING AND CARDINALITY Know number names and the count sequence. Count to tell the number of objects.	6 DAYS	
6-1 COUNTING TO 30	KCCA.1, KCCA.2, KCCB.4	1 day	
6-2 ABOUT HOW MANY?	KCCB.5	1 day	
6-3 COUNTING TO 100	KCCA.1, KCCA.2, KCCB.4	1 day	
6-4 COUNTING GROUPS OF 10	KCCA.1	1 day	

6-5 PATTERNS ON A HUNDRED CHART	KCCA.1	1 day	
6-6 Problem Solving – Look for a Pattern	KCCA.1, KCCA.2	1 day	
TOPIC 7: UNDERSTANDING ADDITION	OPERATIONS AND ALGEBRAIC THINKING Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	7 DAYS	
7-1 STORIES ABOUT JOINING	KOAA.1, KOAA.2, KOAA.5	1 day	
7-2 MORE JOINING	KOAA.1, KOAA.2, KOAA.5	1 day	
7-3 JOINING GROUPS	KOAA.1, KOAA.2, KOAA.5	1 day	
7-4 USING THE PLUS SIGN	KOAA.1, KOAA.2, KOAA.5	1 day	
7-5 FINDING SUMS	KOAA.1, KOAA.2, KOAA.5	1 day	
7-6 ADDITION SENTENCES	KOAA.1, KOAA.2, KOAA.5	1 day	
7-7 Problem Solving – Draw a Picture	KOAA.1, KOAA.2, KOAA.5	1 day	
TOPIC 8: UNDERSTAND SUBTRACTION	OPERATIONS AND ALGEBRAIC THINKING Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	8 DAYS	
8-1 STORIES ABOUT SEPARATING	KOAA.1, KOAA.2, KOAA.5	1 day	
8-2 STORIES ABOUT TAKE AWAY	KOAA.1, KOAA.2, KOAA.5	1 day	
8-3 STORIES ABOUT COMPARING	KOAA.1, KOAA.2, KOAA.5	1 day	
8-4 Problem Solving - Act it Out	KOAA.1, KOAA.2, KOAA.5	1 day	
8-5 USING THE MINUS SIGN	KOAA.1, KOAA.2, KOAA.5	1 day	
8-6 FINDING DIFFERENCES	KOAA.1, KOAA.2, KOAA.5	1 day	
8-7 SUBTRACTION SENTENCES	KOAA.1, KOAA.2, KOAA.5	1 day	
8-8 Problem Solving – Use Objects	KOAA.1, KOAA.2	1 day	
TOPIC 9: MORE ADDITION AND SUBTRACTION	OPERATION AND ALGEBRAIC THINKING Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Classify object into given categories; count the numbers of objects in each category and sort the categories by count.	9 DAYS	
9-1 MAKING 4 and 5	KOAA.3	1 day	
9-2 WRITING NUMBER SENTENCES FOR 4 and 5	KOAA.3	1 day	
9-3 MAKING 6 and 7	KOAA.3	1 day	
9-4 WRITING NUMBER SENTENCES FOR 6 and 7	KOAA.3	1 day	
9-5 MAKING 8 and 9	KOAA.3	1 day	
9-6 WRITING NUMBER SENTENCES FOR 8 and 9	KOAA.3	1 day	
9-7 MAKING 10	KOAA.4	1 day	
9-8 WRITING NUMBER SENTENCES FOR 10	KOAA.3	1 day	

9-9 Problem Solving – Make a Graph	KOAA.1, KMDB.3	1 day	
TOPIC 10: COMPOSING NUMBERS 11 to 19	NUMBERS AND OPERATIONS IN BASE TEN Work with numbers 11-19 to gain foundations for place value	4 DAYS	
10-1 MAKING 11, 12, and 13	KNBT.1	1 day	
10-2 MAKING 14, 15, and 16	KNBT.1	1 day	
10-3 MAKING 17, 18, and 19	KNBT.1	1 day	
10-4 Problem Solving – Look for a Pattern	KNBT.1	1 day	
TOPIC 11: DECOMPOSING NUMBERS 11 to 19	NUMBERS AND OPERATIONS IN BASE TEN Work with numbers 11-19 to gain foundations for place value	5 DAYS	
11-1 CREATING SETS TO 19	KNBT.1	1 day	
11-2 PARTS OF 11, 12, and 13	KNBT.1	1 day	
11-3 PARTS OF 14, 15, and 16	KNBT.1	1 day	
11-4 PARTS OF 17, 18 and 19	KNBT.1	1 day	
11-5 Problem Solving – Look for a Pattern	KNBT.1	1 day	
TOPIC 12: MEASUREMENT	MEASUREMENT AND DATA Describe and compare measurable attributes	8 DAYS	
12-1 DESCRIBING OBJECTS BY MORE THAN ONE ATTRIBUTE	KMDA.1	1 day	
12-2 COMPARING BY LENGTH	KMDA.1, KMDA.2	1 day	
12-3 MORE COMARING OBJECTS BY LENGTH	KMDA.1, KMDA.2	1 day	
12-4 Problem Solving – Try, Check and Revise	KMDA.1, KMDA.2	1 day	
12-5 COMPARING BY HEIGHT	KMDA.1, KMDA.2	1 day	
12-6 MORE COMPARING OBJECTS BY HEIGHT	KMDA.1, KMDA.2	1 day	
12-7 COMPARING BY CAPACITIES	KMDA.1, KMDA.2	1 day	
12-8 COMPARING BY WEIGHT	KMDA.1, KMDA.2	1 day	
TOPIC 13: SORTING, CLASSIFYING, COUNITNG, AND CATEGORIZING DATA	MEASUREMENT AND DATA Classify objects and count the number of objects in each category	7 DAYS	
13-1 SAME AND DIFFERENT	KMDB.3	1 day	
13-2 SORING BY ONE ATTRIBUTE	KMDB.3	1 day	
13-3 SORTING THE SAME SET IN DIFFERENT WAYS	KMDB.3	1 day	
13-4 SORTING BY MORE THAN ONE ATTRIBUTE	KMDB.3	1 day	
13-5 Problem Solving – Use logical Reasoning	KMDB.3, KGA.1	1 day	
13-6 REAL GRAPHS	KMDB.3	1 day	
13-7 PICTURE GRAPHS	KMDB.3	1 day	

TOPIC 14: IDENTIFYING AND DESCRIBING SHAPES	GEOMETRY Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	8 DAYS	
14-1 RECTANGLES	KGA.2,	1 day	
14-2 SQUARES	KGA.2	1 day	
14-3 CIRCLES	KGA.2	1 day	
14-4 TRIANGLES	KGA.2	1 day	
14-5 HEXAGONS	KGA.2	1 day	
14-6 SOLID FIGURES	KGA.2, KGA.3	1 day	
14-7 FLAT SURFACES OF SOLID FIGURES	KGA.2, KGA.3	1 day	
14-8 Problem Solving – Use Objects	KGA.2	1 day	
TOPIC 15: POSITION AND LOCATIN OF SHAPES	GEOEMTRY Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	5 DAYS	
15-1 INSIDE, and OUTSIDE	KGA.1	1 day	
15-2 ABOVE, BELOW and ON	KGA.1	1 day	
15-3 IN FRONT OF AND BEHIND	KGA.1	1 day	
15-4 LEFT and RIGHT	KGA.1	1 day	
15-5 Problem Solving – Act it Out	KGA.1	1 day	
TOPIC 16: ANALYZING, COMPARING, AND COMPOSING SHAPES	GEOMETRY Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create and compose shapes	5 DAYS	
16-1 SAME SIZE, SAME SHAPE	KGA.2, KGB.4	1 day	
16-2 MAKING SHAPES FROM OTHER SHAPES	KGB.4	1 day	
16-3 COMPARING SOLID FIGURES	KGA.2, KGB.4	1 day	
16-4 BUILDING WITH SOLID FIGURES	KGA.2, KGB.5	1 day	
16-5 Problem Solving – Use Logical Reasoning	KGA.3, KGB.4	1 day	

Objectives and standards for design and implementing of this course are based on Arizona Common Core Standards of Mathematics for the traditional Kindergarten level.

The applied Kindergarten Standards and Objectives of the course are listed in conceptual categories including Counting and Cardinality; Operations and Algebraic Thinking; Number and Operations in Base Ten; Measurement and Data; and Geometry. Categories for objectives are based on such and listed as follows:

Counting and Cardinality:

- Know number names and the count sequence (CCA)
- Counting to tell the number of objects (CCB)
- Comparing Numbers (CCC)

Operations and Algebraic Thinking

- Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from (KOA)

Number and Operations in Base Ten

- Working with Numbers 11-19 to gain foundations for place value (NBT)

Measurement and Data

- Describe and compare measurable attributes (MDA)
- Classify objects and count the number of objects in each category (MDB)

Geometry

- Identify and describe shapes: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, & spheres. (GA)
- Analyze, compare, create, and compose shapes. (GB)

Student objectives are also based on the demonstration of Core Mathematical Practices (MP) as follows:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

See Enclosed Arizona Kindergarten Grade Placemat for detailed standards.



Arizona's College and Career Ready Standards – Mathematics – Kindergarten Standards Placemat

1. Representing and comparing whole numbers, initially with sets of objects

- Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

2. Describing shapes and space

- Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Counting and Cardinality

Know number names and the count sequence.

K.CC.A.1. Count to 100 by ones and by tens.

K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

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).

Counting to tell the number of objects.

K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. 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.

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.

K.CC.B.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.

Comparing numbers.

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. (Note: Include groups with up to ten objects.)

K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

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. (Note: Drawings need not show details, but should show the mathematics in the problem – this applies wherever drawings are mentioned in the Standards.)

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.

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 $5 = 4 + 1$).

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.

K.OA.A.5. Fluently add and subtract within 5.

Number and Operations in Base Ten

Working with numbers 11–19 to gain foundations for place value.

K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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.

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

K.MD.B.3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

Geometry

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

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.

K.G.A.2. Correctly name shapes regardless of their orientations or overall size.

K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

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).

K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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?"

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

TELESIS CENTER FOR LEARNING
MATH CORE CHECKLIST & VERTICAL ALIGNMENT REFERENCE

COUNTING & CARDINALITY STANDARDS (KINDER ONLY)

STANDARD	K	N/A	N/A
CCA		N/A	N/A
CCA.1	6-1, 6-3, 6-4, 6-5, 6-6	N/A	N/A
CCA.2	4-8, 4-9, 5-5, 6-1, 6-3, 6-6	N/A	N/A
CCA.3	1-3, 1-6, 2-4, 2-5, 3-2, 3-4, 3-6, 5-1, 5-2, 5-3, 5-4	N/A	N/A
CCB		N/A	N/A
CCB.4	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 2-5, 2-7, 2-8, 2-9, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 4-8, 5-1, 5-2, 5-3, 5-4, 6-1, 6-3	N/A	N/A
CCB.5	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 2-5, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 6-2	N/A	N/A
CCC		N/A	N/A
CCC.6	2-1, 2-2, 2-3, 2-6, 2-9, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7	N/A	N/A
CCC.7	4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-10	N/A	N/A

KCCA- KNOW NUMBER NAMES AND THE COUNT SEQUENCE

KCCB – COUNT TO TELL THE NUMBER OF OBJECTS

KCC – COMPARE NUMBERS

N/A – NOT APPLICABLE

TELESIS CENTER FOR LEARNING
MATH CORE CHECKLIST & VERTICAL ALIGNMENT REFERENCE

OPERATIONS AND ALGEBRAIC THINKING

STANDARD	K	1 ST	2 ND
OAA			
OAA.1	4-4, 4-5, 4-6, 4-7, 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 9-9	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-8, 2-4, 2-5, 2-6, 2-7, 2-8, 2-11, 4-6, 4-10, 5- 1, 5-2, 5-3, 5-4, 6- 1, 6-2, 6-7,	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 4-4, 5-7, 6-5, 7-4, 8-9, 9-9, B47 (3 RD), B49 (3 RD), B54 (3 RD),
OAA.2	7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8	5-8, 5-9,	N/A
OAA.3	9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-8	N/A	N/A
OAA.4	9-7	N/A	N/A
OAA.5	7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7	N/A	N/A
OAA.6	N/A	N/A	N/A
OAB			
OAB.2	N/A	N/A	K61, 2-1, 2-2, 2-3, 3-2, 3-3, 3-4, 3-5,
OAB.3	N/A	1-7, 4-1, 5-5, 5-6, 5-7, 5-8, 5-9,	N/A
OAB.4	N/A	2-1, 2-2, 2-3, 2-4, 2-5, 2-7, 2-8, 3-4, 4-7, 4-8, 4-9, 6-3, 6-4, 6-5, 6-6,	N/A
OAC			
OAC.3	N/A	N/A	5-6,
OAC.4	N/A	N/A	4-1, 4-2, 4-3, 4-4,
OAC.5	N/A	3-1, 3-2, 4-1, 4-6,	N/A
OAC.6	N/A	2-1, 2-2, 2-3, 2-4, 2-6, 2-7, 2-8, 2-9, 2-11, 3-3, 3-4, 3-5, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-8, 4-9, 4-10, 5-1, 5-2, 5-3,	N/A

		5-5, 5-6, 5-7, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6,	
OAD			
OAD.7	N/A	1-5, 1-8, 2-10, 4-1, 5-2, 5-3, 6-1, 6-6,	N/A
OAD.8	N/A	1-5, 2-6, 2-10, 3-4, 4-2, 4-3, 4-4, 4-5, 4-7, 4-8, 4-9, 5-1, 5-2, 5-3, 5-5, 5-6, 5-7, 6-1, 6-2, 6-4, 6-6,	N/A

K OAA - UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM

1&2 OAA – REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION & SUBTRACTION

K OABK – UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION

1 OAB – UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION

2 OAB – ADD AND SUBTRACT WITHIN 20

K OAC – ADD AND SUBTRACT

1 OAC – ADD AND SUBTRACT WITHIN 20

2 OAC – WORK WITH EQUAL GROUPS OF OBJECTS TO GAIN FOUNDATIONS FOR MULTIPLICATION

K OAD – WORK WITH ADDITION AND SUBTRACTION EQUATIONS

1 OAD – WORK WITH ADDITION AND SUBTRACTION EQUATIONS

N/A – NOT APPLICABLE

TELESIS CENTER FOR LEARNING
MATH CORE CHECKLIST & VERTICAL ALIGNMENT REFERENCE

NUMBER AND OPERATIONS IN BASE TEN

STANDARD	K	1 ST	2 ND
NBT			
NBT.1	10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 11-3, 11-4, 11-5	7-2, 7-4, 7-5, E9, 7- 6, 9-5,	a) 5-1, 10-1, 10-3, b) 10-1, 10-2, 10-3, 5-2, 10-2,
NBT.2	N/A	a) 7-1, 7-5, 8- 1, , 8-3, 8- 4, 8-5, 8-6, b) 7-1, c) 7-3, 8-2, 8- 3, 8-5, 8-6, 7-2, K52, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 9-2,	5-4, 6-6, 10-1, 10- 5, 10-6, 10-9,
NBT.3	N/A	K55, 9-3, 9-4,	K55, F36, 5-1, 5-2, 10-2, 10-3,
NBT.4	N/A	9-1, 9-2, 10-1, 10- 2, 10-3, 10-4, 10-5, 10-6,	5-3, 10-7, 10-8, 10- 9,
NBT.5	N/A	9-1, 10-2, 10-3, 10- 4, 11-2, 11-3, 11-4,	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5, 5-5, 5-7, 6-1, 6-2, 6-3, 6-4, 6-5, 7-1, 7-2, 7-3, 7-4, 7-5, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 8-9, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 14-1, 14-2, 14-3,
NBT.6	N/A	11-1, 11-2, 11-3, 11-4, 11-5, 11-6,	5-5, 8-4, 8-5, 8-6, 8-7, 8-8, 9-6, 9-8,
NBT.7	N/A	N/A	7-5, 11-1, 11-2, 11- 3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9,
NBT.8	N/A	N/A	6-1, 6-2, 6-3, 6-5, 7-1, 7-4, 10-4, 10- 5, 11-1, 11-2, 11-6,

NBT.9	N/A	N/A	1-5, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 3-1, 3-2, 3-3, 3-4, 5-6, 6-1, 6-2, 6-3, 6-4, 6-5, 7-1, 7-2, 7-3, 7-4, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 11-1, 11- 2, 11-3, 11-4, 11-6, 11-7, 11-8, 14-1, 14-2, 14-3,
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K NBT – WORK WITH NUMBES 11-19 TO GAIN FOUNDATION FOR PLACE VALUE / EXTEND COUNTING SEQUENCE

1 NBT – EXTEND THE COUNTING SEQUENCE / UNDERSTAND PLACE VALUE AND PROPERTIES OF ADD/SUB

2 NBT – UNDERSTAND PLACE VALUE AND PROPERTIES

N/A – NOT APPLICABLE

TELESIS CENTER FOR LEARNING
MATH CORE CHECKLIST & VERTICAL ALIGNMENT REFERENCE

MEASUREMENT AND DATA

STANDARD	K	1 ST	2 ND
MDA			
MDA.1	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8	12-1, 12-2,	D28, D29, D40, 15-1, 15-2, 15-3, 15-4, 15-5, 15-9, K59, D33,
MDA.2	12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8	12-3, 12-4, 12-5, 12-6, SL8,	15-6,
MDA.3	N/A	N/A	15-2, 15-3, 15-4, 15-5, 15-9, D33
MDA.4	N/A	N/A	15-8,
MDB			
MDB.3	9-9, 13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-7	13-1, 13-2, 13-3, 13-4,	N/A
MDB.5	N/A	N/A	15-7, 15-9,
MDB.6	N/A	N/A	8-6, 9-6,
MDC			
MDC.4	N/A	14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7,	N/A
MDC.7	N/A	N/A	D10, K18, 16-1, 16-2,
MDC.8	N/A	N/A	13-1, 13-2, 13-3, 13-4, 13-5, 14-1, 14-2, 14-3, 14-4,
MDD			
MDD.9	N/A	N/A	16-4,
MDD.10	N/A	N/A	16-3, 16-5, 16-6

N/A – NOT APPLICABLE

K MDA – DESCRIBE & COMPARE MEASURABLE ATTRIBUTES

1 MDA – MEASURE LENGTHS INDIRECTLY AND BY ITERATING LENGTH UNITS

2 MDA – MEASURE AND ESTIMATE LENGTHS IN STANDARD UNITS

K MDB – CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY

1 MDB – TELL AND WRITE TIME

2 MDB – RELATE ADDITION AND SUBTRACTION TO LENGTH

1 MDC – REPRESENT AND INTERPRET DATA

2 MDC – WORK WITH TIME AND MONEY

2 MDD – REPRESENT AND INTERPRET DATA

TELESIS CENTER FOR LEARNING
MATH CORE CHECKLIST & VERTICAL ALIGNMENT REFERENCE

GEOMETRY

STANDARD	K	1 ST	2 ND
GA			
GA.1	13-5, 15-1, 15-2, 15-3, 15-4, 15-5	15-1, 15-3, 15-6, 15-7, 15-8, 15-10,	D56, 12-1, 12-2, 12-3, 12-4, 12-5, 12-8
GA.2	14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7, 14-8, 16-1, 16-3, 16-4	15-2, 15-4, 15-5, 15-9,	12-6,
GA.3	14-6, 14-7, 16-5	16-1, 16-2, 16-3, 16-4,	12-7,
GB			
GB.4	16-1, 16-2, 16-3, 16-5	N/A	N/A
GB.5	16-4	N/A	N/A
GB.6	16-2	N/A	N/A

K GA – IDENTIFY AND DESCRIBE CHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS AND SPHERES)

1&2 GA – REASON WITH SHAPES AND THEIR ATTRIBUTES

2 GBK – ANALYZE, COMPARE, CREATE AND COMPOSE SHAPES

N/A – NOT APPLICABLE