

# Math Out of the Box<sup>®</sup> Correlation to



## **Kentucky**


### **Standards for Mathematics**

### **Primary—Grades K-3**



## Math Out of the Box<sup>®</sup> Correlation to Kentucky Standards for Mathematics Primary—Grades K-3

The following pages pertain to Math Out of the Box<sup>®</sup> K-3 modules that have been aligned with the Kentucky Standards for Mathematics, using Kentucky’s Combined Curriculum Documents, for Primary grades K-3. For your reference, under each standard are the aligned strands, module titles, and lessons within that module with corresponding page numbers.

<b>Math Out of the Box<sup>®</sup> Integrated Curriculum Matrix</b>				
 <b>math</b> outofthebox	<i>Developing Algebraic Thinking</i>	<i>Developing Geometric Logic</i>	<i>Developing Measurement Benchmarks</i>	<i>Developing Number Concepts</i>
<b>K</b>	<i>Rhythm and Design</i>	<i>Towers and Trails</i>	<i>Over and Under</i>	<i>Like and Unlike</i>
<b>1</b>	<i>Together and Apart</i>	<i>Symmetry and Shapes</i>	<i>Up and Down</i>	<i>Families and Facts</i>
<b>2</b>	<i>Collecting and Sorting</i>	<i>Rows and Columns</i>	<i>Large and Small</i>	<i>More and Less</i>
<b>3</b>	<i>Plotting and Growing</i>	<i>Shapes and Paths</i>	<i>Scales and Balances</i>	<i>Ordering and Arranging</i>
<b>4</b>	<i>Signs and Symbols</i>	<i>Corners and Containers</i>	<i>Inside and Outside</i>	<i>Stories and Statements</i>
<b>5</b>	<i>Steps and Distance</i>	<i>Conjectures and Transformations</i>	<i>Tools and Time</i>	<i>Values and Variables</i>

Math Out of the Box<sup>®</sup> is a K–5, inquiry-based math curriculum developed by Clemson University's College of Engineering and Science. Based on the NCTM Principles and Standards for School Mathematics, Math Out of the Box<sup>®</sup> is filled with engaging, hands-on activities.



**Correlation of Math Out of Box<sup>®</sup> to  
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Combined Curriculum Document for Primary (K-3) Mathematics**

**Big Idea: Number Properties and Operations**

Whole number sense and addition and subtraction are key concepts and skills developed in early childhood. Students build on their number sense and counting sense to develop multiplication and division. They move flexibly and fluently through basic number facts, operations and representations. Their understanding of the base-10 number system expands to include decimals. They examine various meanings and models of fractions. They explore data, perform measurements and examine patterns as part of the development process for number and operations, using other mathematics strands to enrich number. Elementary number encompasses computational fluency with whole numbers, relationships between decimals and fractions and techniques for reasonable estimations.

**Academic Expectations**

**2.7** Students understand number concepts and use numbers appropriately and accurately.

**2.8** Students understand various mathematical procedures and use them appropriately and accurately.

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment
<p><b>MA-P-NPO-U-1</b> Students will understand that numbers, ways of representing numbers, relationships between numbers and number systems are means of representing real-world quantities.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L13-20 (pp 93-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-20 (pp 5-179)</li> <li>• TG: Post Assessment L01-09 (pp 72-76)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L01-03 (pp 5-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09-12 (pp 75-108)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul>	<p><b>MA-P-NPO-S-NS1</b> Students will read, write, count and model whole numbers 0-10,000, developing an understanding of place value for ones, tens, hundreds, thousands and ten thousands.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm and Design</li> <li>• TG: L13-20 (pp 93-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L15 (pp 113-118)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-20 (pp 5-179)</li> <li>• TG: Post Assessment L01-09 (pp 72-76)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L01-20 (pp 5-181)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul>	<p><b>MA-EP-1.1.1</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999):</b></li> <li>• <b>apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);</b></li> <li>• <b>apply these numbers to represent real-world problems and</b></li> <li>• <b>explain how the base 10 number system relates to place value.</b></li> </ul> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L13-20 (pp 93-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-20 (pp 5-179)</li> <li>• TG: Post Assessment L01-09 (pp 72-76)</li> </ul>

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DGL=Developing Geometric Logic

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DNC-A=Developing Number Concepts Module A, DNC-B=Module B

**Correlation of Math Out of Box® to  
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<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L15-20 (pp 133-176)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• TG: Post Assessment L14-16 (p 126)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L14 (pp 99-103)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-04 (pp 5-40)</li> <li>• TG: L11-22 (pp 105-217)</li> <li>• TG: Post Assessment L01-L04 (pp 41-43)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L04-07 (pp 41-81)</li> <li>• TG: Post Assessment L04-07 (pp 82-83)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L11-22 (pp 115-236)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> <li>• DNC-B: More and Less</li> <li>• TG: L01-03 (pp 5-31)</li> <li>• TG: L05 (pp 45-50)</li> <li>• TG: L07 (pp 61-67)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L06-14 (pp 61-143)</li> </ul>	<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L07-20 (pp 61-176)</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Post Assessment (p 98)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• G: Post Assessment L14-16 (p 126)</li> <li>• DMB: Up and Down</li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L06 (pp 37-42)</li> <li>• TG: L09 (pp 65-72)</li> <li>• TG: L12 (pp 89-94)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-22 (pp 5-217)</li> <li>• TG: Post Assessment L01-L04 (pp 41-43)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-09 (pp 5-106)</li> <li>• TG: Post Assessment L01-03 (pp 34-35)</li> <li>• TG: Post Assessment L04-07 (pp 82-83)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L11-20 (pp 99-188)</li> <li>• TG: Post Assessment L11-13 (pp 96-97)</li> <li>• TG: Post Assessment L14-16 (p 128)</li> <li>• TG: Post Assessment L17-20 (pp 156-157)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DMB: Large and Small</li> <li>• TG: L05 (p 42)</li> <li>• TG: L08 (pp 63-72)</li> <li>• TG: L10-16 (pp 81-173)</li> <li>• DNC-B: More and Less</li> </ul>	<ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L01-20 (pp 5-181)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L15-20 (pp 133-176)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• TG: Post Assessment L14-16 (p 126)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-22 (pp 5-217)</li> <li>• TG: Post Assessment L01-L04 (pp 41-43)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-07 (pp 5-81)</li> <li>• TG: L15 (pp 151-158)</li> <li>• TG: Post Assessment L04-07 (pp 82-83)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L11-16 (pp 115-173)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> <li>• DNC-B: More and Less</li> <li>• TG: L05 (pp 45-50)</li> <li>• TG: L07 (pp 61-67)</li> <li>• TG: L17 (pp 143-149)</li> <li>• TG: Post Assessment L11-17 (p 150)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L06 (pp 61-68)</li> <li>• TG: L07 (pp 69-76)</li> </ul>
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**Correlation of Math Out of Box<sup>®</sup> to  
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<ul style="list-style-type: none"> <li>• TG: L18 (pp 181-190)</li> <li>• TG: L21 (pp 209-216)</li> <li>• TG: L25-28 (pp 251-285)</li> <li>• TG: Post Assessment L09-14 (pp 144-145)</li> <li>• <b>DNC-B: Ordering and Arranging</b></li> <li>• TG: L02 (pp 13-20)</li> <li>• TG: L03 (pp 21-30)</li> <li>• TG: L05-07 (pp 47-71)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L05 (pp 45-50)</li> <li>• TG: L07 (pp 61-67)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DNC-A: Ordering and Arranging</b></li> <li>• TG: L06-07 (pp 61-76)</li> <li>• TG: L09-14 (pp 91-143)</li> <li>• TG: Post Assessment L09-14 (pp 144-145)</li> <li>• <b>DNC-B: Ordering and Arranging</b></li> <li>• TG: L06 (pp 57-64)</li> </ul> <p><b>MA-P-NPO-S-NS2</b> Students will apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe and compare whole numbers and fractions (e.g., halves, thirds, fourths) in mathematical and real-world problems.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DNC-A: Like and Unlike</b></li> <li>• TG: L01-20 (pp 5-179)</li> <li>• TG: Post Assessment L01-09 (pp 72-76)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• <b>DNC-B: Like and Unlike</b></li> <li>• TG: L01-20 (pp 5-181)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L09-16 (pp 91-170)</li> <li>• TG: Post Assessment L09-14 (pp 144-145)</li> <li>• <b>DNC-B: Ordering and Arranging</b></li> <li>• TG: L01-07 (pp 5-71)</li> <li>• TG: Post Assessment L01-04 (pp 40-41)</li> </ul> <p><i>MA-EP-1.1.2</i> <i>Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DAT: Rhythm and Design</b></li> <li>• TG: L13-20 (pp 93-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• <b>DNC-A: Like and Unlike</b></li> <li>• TG: L01-20 (pp 5-179)</li> <li>• TG: Post Assessment L01-09 (pp 72-76)</li> <li>• <b>DNC-B: Like and Unlike</b></li> <li>• TG: L01-03 (pp 5-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L12-15 (pp 101-140)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> <li>• TG: Post Assessment L13-15 (pp 141-144)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DAT: Together and Apart</b></li> <li>• TG: L15-20 (pp 133-176)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• TG: Post Assessment L14-16 (p 126)</li> <li>• <b>DNC-A: Families and Facts</b></li> <li>• TG: L01-04 (pp 5-40)</li> </ul>
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	<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L01 -22(pp 5-217)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-07 (pp 5-81)</li> <li>• TG: L15 (pp 151-158)</li> <li>• TG: Post Assessment L04-07 (pp 82-83)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L11-16 (pp 115-173)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> <li>• DNC-B: More and Less</li> <li>• TG: L07 (pp 61-67)</li> <li>• TG: L17 (pp 143-149)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L09-16 (pp 91-170)</li> <li>• TG: Post Assessment L09-14 (pp 144-145)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L01-05 (pp 5-55)</li> <li>• TG: Post Assessment L01-04 (pp 40-41)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L08-17 (pp 77-166)</li> <li>• TG: L22 (pp 209-217)</li> <li>• TG: Post Assessment L01-L04 (pp 41-43)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L05-14 (pp 51-144)</li> <li>• TG: Post Assessment L04-07 (pp 82-83)</li> <li>• TG: Post Assessment L08-14 (pp 145-146)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-22 (pp 5-236)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> <li>• DNC-B: More and Less</li> <li>• TG: L05-12 (pp 45-114)</li> <li>• TG: L15-17 (pp 129-149)</li> <li>• TG: Post Assessment L04-10 (pp 94-96)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L01-30 (pp 5-301)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> <li>• TG: Post Assessment L09-14 (pp 144-145)</li> <li>• TG: Post Assessment L15-24 (pp 244-246)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> </ul>
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	<p><b>MA-P-NPO-S-NS3</b> Students will order groups of objects according to quantity.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> </ul> <p><b>MA-P-NPO-S-NO1</b> Students will develop an understanding of the concepts of addition and subtraction using physical objects and concrete materials.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L13-15 (pp 119-140)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-22 (pp 5-217)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L09 (pp 97-106)</li> <li>• TG: L12-14 (pp 123-144)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-10 (pp 5-105)</li> <li>• TG: L18-22 (pp 193-236)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04-06 (pp 37-59)</li> </ul>	<p><b>MA-EP-1.1.3</b> <b>Students will compare (&lt;, &gt;, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).</b> <span style="float: right;"><b>DOK 2</b></span></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L10 (pp 65-72)</li> <li>• TG: L11 (pp 73-80)</li> <li>• TG: Post Assessment (pp 63-64)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-20 (pp 5-179)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L01-12 (pp 5-108)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L09-12 (pp 65-94)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-22 (pp 5-217)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-07 (pp 5-81)TG: Post Assessment L04-07 (pp 82-83)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L0811 (pp 63-94)</li> <li>• TG: L13 (pp 135-144)</li> </ul>
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	<ul style="list-style-type: none"> <li>• TG: L08-09 (pp 69-88)</li> <li>• TG: L11 (pp 101-107)</li> <li>• TG: L15 (pp 129-135)</li> <li>• TG: L16 (pp 137-142)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L03-05 (pp 33-60)</li> <li>• TG: L15-18 (pp 151-160)</li> <li>• TG: L23 (pp 225-236)</li> </ul> <p><b>MA-P-NPO-S-NO2</b> Students will explore and develop an understanding of the concepts of multiplication and division using physical models.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L08 (pp 59-66)</li> <li>• TG: L15 (pp 123- 129)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L08 (pp 57-64)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L11 (pp 77-81)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L15 (pp 151-158)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L15 (pp 157-165)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L13 (pp 127-136)</li> <li>• TG: L14 (pp 137-143)</li> <li>• TG: Post Assessment L09-14 (pp 144-145)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L02-04 (pp 13-39)</li> <li>• TG: L08-12 (pp 79-119)</li> </ul> <p><i>MA-EP-1.3.2</i> <i>Students will skip-count forward and backward by 2s, 5s, 10s and 100s.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L11 (pp 91-100)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L07-09 (pp 61-88)</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DMB: Up and Down</li> <li>• TG: L02 (pp 15-20)</li> </ul>
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	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L12-17 (pp 109-149)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L06 (pp 61-68)</li> <li>• TG: L07 (pp 69-76)</li> <li>• TG: L25-30 (pp 251-301)</li> </ul> <p><b>MA-P-NPO-S-PNO1</b> Students will explore, develop and use the concepts of multiples.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09 (pp 75-82)</li> <li>• TG: L11 (pp 91-100)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L07-09 (pp 61-88)</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DMB: Up and Down</li> <li>• TG: L02 (pp 15-20)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L12 (pp 89-94)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L08-09 (pp 77-96)</li> <li>• TG: L11 (pp 105-110)</li> <li>• TG: L12 (pp 111-118)</li> <li>• TG: L19 (pp 183-190)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L02 (pp 15-24)</li> <li>• TG: L03 (pp 25-33)</li> <li>• TG: L09 (pp 97-106)</li> <li>• TG: Post Assessment L01-03 (pp 34-35)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L06-09 (pp 45-80)</li> <li>• DMB: Large and Small</li> <li>• TG: L08 (pp 63-72)</li> <li>• TG: L10 (pp 81-86)</li> <li>• TG: L11 (pp 87-94)</li> <li>• DNC-A: More and Less</li> <li>• TG: L11 (pp 115-124)</li> <li>• TG: L12 (pp 125-133)</li> <li>• TG: L17 (pp 183-191)</li> <li>• DNC-B: More and Less</li> <li>• TG: L15 (pp 129-135)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L05 (pp 57-62)</li> <li>• TG: L06 (pp 69-76)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L06 (pp 61-68)</li> </ul>
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	<ul style="list-style-type: none"> <li>• TG: L06 (pp 61-68)</li> <li>• TG: L07 (pp 69-76)</li> <li>• TG: L09 (pp 91-100)</li> </ul> <p><b>MA-P-NPO-S-PNO2</b> Students will skip-count forwards and backwards by 2s, 5s, 10s and 100s, using manipulatives, mental math and written and electronic means to communicate understanding.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09 (pp 75-82)</li> <li>• TG: L11 (pp 91-100)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L07-09 (pp 61-88)</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DMB: Up and Down</li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L06 (pp 37-42)</li> <li>• TG: L12 (pp 89-94)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L08 (pp 77-86)</li> <li>• TG: L09 (pp 87-96)</li> <li>• TG: L11 (pp 105-110)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: L09 (pp 91-100)</li> </ul> <p><b>MA-P-NPO-S-PNO3</b> Students will explore, develop and use the concepts of odd and even numbers.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L12-15 (pp 98-129)</li> <li>• TG: Post Assessment L01-09 (pp 72-76)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L11 (pp 91-100)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> <li>• TG: Post Assessment L09-12 (pp 109-111)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L18 (pp 173-182)</li> <li>• TG: L20 (pp 191-200)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L06 (pp 69-76)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L05 (pp 51-60)</li> <li>• TG: L25-28 (pp 251-285)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	
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	<p><b>MA-P-NPO-S-PNO4</b> Students will explore and use of properties of numbers for written and mental computation (e.g., <math>4 + 7 + 6</math> could be mentally regrouped as <math>4 + 6 + 7</math> using the commutative property of addition).</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L15 (pp 151-160)</li> <li>• TG: L16 (pp 161-170)</li> </ul>	
<p><b>MA-P-NPO-U-2</b> Students will understand that meanings of and relationships among operations provide tools necessary to solve realistic problems encountered in everyday life.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-10 (pp 5-88)</li> <li>• TG: L15 (pp 123- 129)</li> <li>• TG: L17-20 (pp 149-179)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L13-15 (pp 119-140)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-22 (pp 5-217)</li> <li>• DNC-B: Families and Facts</li> </ul>	<p><b>MA-P-NPO-S-NS4</b> Students will order, compare and understand the relative magnitude of numbers from 0-10,000, using the symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, including the use of physical and visual models for smaller numbers.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-20 (pp 5-179)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L01-12 (pp 5-108)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-22 (pp 5-217)</li> <li>• TG: Post Assessment L18-L22 (pp 218-221)</li> <li>• DNC-B: Families and Facts</li> </ul>	<p><b>MA-EP-1.3.1</b> <b>Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:</b></p> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with three digits or less;</li> <li>• multiply whole numbers of 10 or less;</li> <li>• add and subtract fractions with like denominators less than or equal to four and</li> <li>• add and subtract decimals related to money.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L18-20 (pp 159-179)</li> <li>• DNC-B: Like and Unlike</li> </ul>

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	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L17 (pp 143-149)</li> <li>• TG: Post Assessment L11-17 (p 150)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L01-05 (pp 5-55)</li> <li>• TG: L07 (pp 65-71)</li> <li>• TG: Post Assessment L01-04 (pp 40-41)</li> </ul> <p><b>MA-P-NPO-S-NS6</b> Students will expand fraction concepts (e.g., whole to part and part to whole; one-half is larger than one-fourth).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L08 (pp 57-64)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L15 (pp 151-158)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L17 (pp 143-149)</li> </ul>	<p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04-08 (pp 47-83)</li> <li>• TG: L16-30 (pp 161-301)</li> <li>• TG: Post Assessment L15-24 (pp 244-246)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L11 (pp 105-111)</li> <li>• TG: L12 (pp 113-119)</li> <li>• TG: Post Assessment L08-12 (pp 120-121)</li> </ul> <p><i>MA-EP-1.3.3</i> <i>Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.</i></p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L15-17 (pp 129-149)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L28-30 (pp 277-301)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> </ul>
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L11-17 (p 150)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L01-05 (pp 5-55)</li> <li>• TG: L07 (pp 65-71)</li> <li>• TG: Post Assessment L01-04 (pp 40-41)</li> </ul> <p><b>MA-P-NPO-S-NS7</b> Students will be introduced to and use decimals to represent money.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L10 (pp 65-72)</li> <li>• TG: L11 (pp 73-80)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L11 (pp 81-88)</li> <li>• DMB: Large and Small</li> <li>• TG: L08-10 (pp 63-86)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post Assessment L08-12 (pp 120-121)</li> </ul>	<p><b>MA-EP-1.3.3</b> <i>Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.</i></p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L15-17 (pp 129-149)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L28-30 (pp 277-301)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> </ul> <p><b>MA-EP-1.5.1</b> <b>Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.</b> <b style="text-align: right;">DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L08 (pp 63-70)</li> </ul>
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DAT=Developing Algebraic Thinking  
DGL=Developing Geometric Logic

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DNC-A=Developing Number Concepts Module A, DNC-B=Module B

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	<p><b>MA-P-NPO-S-NO3</b> Students will develop part-whole relations using numbers (e.g., <math>3 + 2 = 5</math>, <math>1 + 4 = 5</math>).</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-07 (pp 49-76)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L14 (pp 145-156)</li> <li>• TG: L16 (pp 167-173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L09-13 (pp 91-136)</li> </ul> <p><b>MA-P-NPO-S-NO4</b> Students will explore and solve two-digit addition and subtraction problems through the use of manipulatives.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L13 (pp 131-138)</li> <li>• TG: L14 (pp 139-144)</li> <li>• TG: Post Assessment L08-14 (pp 145-146)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L09 (pp 71-80)</li> </ul> <p><i>MA-EP-1.5.2</i> <i>Students will use the commutative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.</i></p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L15 (pp 151-160)</li> <li>• TG: L16 (pp 161-170)</li> </ul>
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	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L20-22 (pp 213-236)</li> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> <li>• DNC-B: More and Less</li> <li>• TG: L05-07 (pp 45-67)</li> <li>• TG: L09-10 (pp 79-93)</li> <li>• TG: L12 (pp 109-114)</li> <li>• TG: Post Assessment L04-10 (pp 94-96)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L15-24 (pp 151-243)</li> <li>• TG: Post Assessment L15-24 (pp 244-246)</li> </ul> <p><b>MA-P-NPO-S-NO5</b> Students will explore and develop factor-factor-product (e.g., <math>2 \times 3 = 6</math>) using manipulatives. (e.g., hundreds charts, base-10 blocks, arrays).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L08 (pp 59-66)</li> <li>• TG: L15 (pp 123- 129)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L08 (pp 57-64)</li> </ul>	
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	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L12-14 (pp 109-128)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L08 (pp 87-96)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L06 (pp 61-68)</li> <li>• TG: L07 (pp 69-76)</li> <li>• TG: L25-30 (pp 251-301)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul> <p><b>MA-P-NPO-S-NO6</b> Students will multiply whole numbers through 10 x 10.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L11 (pp 101-107)</li> <li>• TG: L12 (pp 109-114)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L06 (pp 61-68)</li> <li>• TG: L07 (pp 69-76)</li> <li>• TG: L25-30 (pp 251-301)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	
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	<p><b>MA-P-NPO-S-NO7</b> Students will relate division facts to multiplication facts (e.g., using factor-factor-product). <b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L25-28 (pp 251-285)</li> </ul> <p><b>MA-P-NPO-S-NO8</b> Students will solve multi-digit addition and subtraction problems that contain numerals and symbols. <b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L13 (pp 131-138)</li> <li>• TG: L14 (pp 139-144)</li> <li>• TG: Post Assessment L08-14 (pp 145-146)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L20-22 (pp 213-236)</li> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> <li>• DNC-B: More and Less</li> <li>• TG: L05-07 (pp 45-67)</li> <li>• TG: L09-10 (pp 79-93)</li> <li>• TG: L12 (pp 109-114)</li> <li>• TG: Post Assessment L04-10 (pp 94-96)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L15-24 (pp 151-243)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L15-24 (pp 244-246)</li> </ul> <p><b>MA-P-NPO-S-NO9</b> Students will add common fractions with like denominators using manipulatives.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L02 (pp 13-20)</li> </ul> <p><b>MA-P-NPO-S-NO10</b> Students will add and subtract decimals using money.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post 6Assessment L08-12 (pp 120-121)</li> </ul> <p><b>MA-P-NPO-S-PNO4</b> Students will explore and use of properties of numbers for written and mental computation (e.g., <math>4 + 7 + 6</math> could be mentally regrouped as <math>4 + 6 + 7</math> using the commutative property of addition).</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L15 (pp 151-160)</li> <li>• TG: L16 (pp 161-170)</li> </ul>	
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<p><b>MA-P-NPO-U-3</b> Students will understand that computing fluently and making reasonable estimates increases the ability to solve realistic problems encountered in everyday life.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-10 (pp 5-88)</li> <li>• TG: L15 (pp 123- 129)</li> <li>• TG: L17-20 (pp 149-179)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L13-15 (pp 119-140)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L01-30 (pp 5-301)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L01-20 (pp 5-192)</li> </ul>	<p><b>MA-P-NPO-S-NS7</b> Students will be introduced to and use decimals to represent money.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L10 (pp 65-72)</li> <li>• TG: L11 (pp 73-80)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L11 (pp 81-88)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L08-10 (pp 63-86)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post 6Assessment L08-12 (pp 120-121)</li> </ul>	<p><b>MA-EP-1.2.1</b> <b>Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L07 (pp 49-56)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-03 (pp 5-33)</li> <li>• TG: Post Assessment L01-03 (pp 34-35)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L01-03 (pp 5-31)</li> <li>• TG: Post Assessment L01-03 (p 32)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L16 (pp 161-170)</li> </ul>
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	<p><b>MA-P-NPO-S-E1</b> Students will explore appropriate estimation procedures for different situations.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L07 (pp 49-56)</li> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-03 (pp 5-33)</li> <li>• TG: Post Assessment L01-03 (pp 34-35)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L01-03 (pp 5-31)</li> <li>• TG: Post Assessment L01-03 (p 32)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L16 (pp 161-170)</li> </ul> <p><b>MA-P-NPO-S-E2</b> Students will apply and describe appropriate strategies for estimating quantities of objects and computational results.</p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L07 (pp 49-56)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L01-08 (pp 65-71)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L01-03 (pp 5-33)</li> <li>• TG: Post Assessment L01-03 (pp 34-35)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L01-03 (pp 5-31)</li> <li>• TG: Post Assessment L01-03 (p 32)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L16 (pp 161-170)</li> </ul> <p><b>MA-P-NPO-S-NO11</b> Students will use mental math, pencil-and-paper methods, calculators and/or computers to explore mathematical concepts and to assist with computation in problem solving situations.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-10 (pp 5-88)</li> <li>• TG: L15 (pp 123- 129)</li> <li>• TG: L17-20 (pp 149-179)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L13 (pp 119-140)</li> </ul>	
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	<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DGL: Symmetry and Shapes</li><li>• TG: L11 (pp 77-81)</li><li>• DNC-A: Families and Facts</li><li>• TG: L01-22 (pp 5-217)</li><li>• DNC-B: Families and Facts</li><li>• TG: L01 -20(pp 5-191)</li></ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Collecting and Sorting</li><li>• TG: L07-09 (pp 53-80)</li><li>• DNC-A: More and Less</li><li>• TG: L06-10 (pp 59-105)</li><li>• TG: L20-22 (pp 213-236)</li><li>• TG: Post Assessment L17-22 (pp 237-241)</li><li>• DNC-B: More and Less</li><li>• TG: L05 (pp 45-50)</li><li>• TG: L06 (pp 51-59)</li><li>• TG: L11 (pp 101-107)</li><li>• TG: L17 (pp 143-149)</li></ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Plotting and Growing</li><li>• TG: L05 (pp 57-62)</li><li>• TG: L06 (pp 69-76)</li><li>• DNC-A: Ordering and Arranging</li><li>• TG: L01-30 (pp 5-301)</li><li>• DNC-B: Ordering and Arranging</li><li>• TG: L01-20 (pp 5-192)</li></ul>	
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<p><b>Big Idea: Measurement</b> Students translate from measuring using nonstandard units to using standard units of measurement. They identify measurable attributes of objects, estimate and measure weight, length, perimeter, area, angles, temperature, time and money. They convert units within the same measurement system.</p> <p><b>Academic Expectations</b> <b>2.10</b> Students understand measurement concepts and use measurements appropriately and accurately. <b>2.11</b> Students understand mathematical change concepts and use them appropriately and accurately.</p>		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment
<p><b>MA-P-M-U-1</b> Students will understand that measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L06-09 (pp 37-58)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: L18 (pp 127-132)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L03 (pp 21-24)</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L07 (pp 43-48)</li> <li>• TG: L08 (pp 49-58)</li> <li>• TG: L19 (pp 151-156)</li> <li>• TG: L20 (pp 157-160)</li> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> </ul>	<p><b>MA-P-M-S-MPA2</b> Students will use nonstandard units to measure and compare the length, weight, area or volume of familiar objects.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L04 (pp 25-30)</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L08 (pp 49-52)</li> <li>• TG: L18 (pp 127-132)</li> <li>• TG: L19 (pp 133-138)</li> <li>• TG: Post Assessment L01-09 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L07 (pp 43-48)</li> <li>• TG: L19 (pp 151-156)</li> <li>• DNC-B: Families and Facts</li> </ul>	<p><b>MA-EP-2.1.1</b> <b>Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine:</b></p> <ul style="list-style-type: none"> <li>• weight (nearest pound);</li> <li>• time (nearest quarter hour); and</li> <li>• money (identify coins and bills by value) and</li> <li>• temperature (Fahrenheit).</li> </ul> <p style="text-align: right;"><b>DOK 1</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L06-08 (pp 37-52)</li> <li>• TG: L10 (pp 65-72)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L03-06 (pp 21-42)</li> <li>• TG: L09-12 (pp 65-94)</li> <li>• TG: L17 (pp 133-140)</li> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> <li>• TG: Post Assessment L09-12 (pp 62-63)</li> </ul>

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<ul style="list-style-type: none"> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L16-20 (pp 141-188)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L15 (pp 123-128)</li> <li>• TG: L16 (pp 129-134)</li> <li>• TG: Post Assessment L13-16 (pp 104-105)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> <li>• DMB: Large and Small</li> <li>• TG: L04 (pp 29-36)</li> <li>• TG: L07 (pp 49-56)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L20 (pp 217-222)</li> <li>• DGL: Shapes and Paths</li> <li>• TG: L10 (pp 99-105)</li> <li>• TG: Post Assessment L08-11(pp 79-80)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> <li>• DMB: Scales and Balances</li> <li>• TG: L02 (pp 17-24)</li> <li>• TG: L03 (pp 25-34)</li> <li>• TG: L05-10 (pp 41-88)</li> <li>• TG: L16 (pp 141-148)</li> <li>• TG: Post Assessment (p 58)</li> <li>• TG: Post Assessment L01-06 (pp 5-6)</li> <li>• TG: Post Assessment L16-20 (p 139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L03 (pp 25-33)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L06 (pp 43-48)</li> <li>• TG: L18 (pp 155-160)</li> <li>• TG: L19 (pp 161-166)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L01 (pp 7-16)</li> <li>• TG: L04 (pp 35-40)</li> </ul> <p><b>MA-P-M-S-MPA5</b> Students will sort/classify or compare and order objects by shape, size and color (e.g., attribute blocks).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L11-20 (pp 81-150)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L02 (pp 13-17)</li> <li>• TG: L03 (pp 19-25)</li> <li>• TG: L06 (pp 41-46)</li> <li>• TG: L07 (pp 53-59)</li> <li>• TG: L10 (pp 77-81)</li> <li>• TG: L12-15 (pp 89-118)</li> <li>• DMB: Over and Under</li> </ul>	<ul style="list-style-type: none"> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L03-06 (pp 21-48)</li> <li>• TG: L08-12 (pp 63-108)</li> <li>• TG: L15 (pp 125-134)</li> <li>• TG: Post Assessment L01-07 (p 5)</li> <li>• TG: Post Assessment L08-11 (pp 60-61)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L01-03(pp 7-34)</li> <li>• TG: L05 (pp 41-46)</li> <li>• TG: L15 (pp 127-134)</li> <li>• TG: L18 (pp 155-162)</li> <li>• TG: L19 (pp 163-168)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L02 (pp 13-20)</li> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post 6Assessment L08-12 (pp 120-121)</li> </ul>
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	<ul style="list-style-type: none"> <li>• TG: L01 (pp 7-12)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L07 (pp 51-59)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L11-20 (pp 99-176)</li> <li>• TG: Post Assessment (p 98)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L02 (pp 17-22)</li> <li>• TG: L04 (pp 29-34)</li> <li>• TG: L05 (pp 35-40)</li> <li>• TG: L09 (pp 65-70)</li> <li>• TG: L10 (pp 71-76)</li> <li>• TG: L12 (pp 83-87)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L09 (pp 97-106)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L01 (pp 5-10)</li> <li>• TG: L11-15 (pp 99-140)</li> <li>• TG: L20 (pp 183-188)</li> <li>• TG: Post Assessment L11-13 (pp 96-97)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L02-05 (pp 17-46)</li> <li>• TG: L07 (pp 61-68)</li> <li>• TG: L08 (pp 69-76)</li> </ul>	
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	<p><b>MA-P-M-S-MPA8</b> Students will identify, compare and order amounts of money using coins and bills and use correct symbols for money.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"><li>• DMB: Over and Under</li><li>• TG: L10 (pp 65-72)</li><li>• TG: L11 (pp 73-80)</li><li>• TG: Post Assessment (pp 63-64)</li><li>• TG: Unit Pre Assessment (pp xxii-xxv)</li></ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DMB: Up and Down</li><li>• TG: L09-12 (pp 65-94)</li></ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DMB: Large and Small</li><li>• TG: L08-11 (pp 63-94)</li></ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-B: Ordering and Arranging</li><li>• TG: L08-12 (pp 79-119)</li><li>• TG: Post Assessment L08-12 (pp 120-121)</li></ul>	
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	<p><b>MA-P-M-S-MPA10</b> Students will relate time to daily activities, tell time to the hour, half-hour, quarter-hour, five minutes and one minute and determine elapsed time.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L12 (pp 81-88)</li> <li>• TG: L13 (pp 89-96)</li> <li>• TG: Post Assessment (pp 63-64)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L15 (pp 121-126)</li> <li>• TG: L16 (pp 127-132)</li> <li>• TG: Post Assessment L13-17 (pp 99-101)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L14 (pp 117-124)</li> <li>• TG: L15 (pp 125-134)</li> <li>• TG: Post Assessment L12-15 (pp 98-99)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L12 (pp 103-110)</li> <li>• TG: L13 (pp 111-116)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul>	
<p><b>MA-P-M-U-2</b> Students will understand that measurements are determined by using appropriate techniques, tools and formulas</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L06-09 (pp 37-126)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: L18 (pp 127-132)</li> <li>• TG: L20 (pp 139-144)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L03 (pp 21-24)</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L07 (pp 43-48)</li> <li>• TG: L08 (pp 49-58)</li> <li>• TG: L19 (pp 151-156)</li> <li>• TG: L20 (pp 157-160)</li> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L16-20 (pp 141-188)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L15-16 (pp 123-134)</li> </ul>	<p><b>MA-P-M-S-MPA1</b> Students will apply standard units to measure length (inches and centimeters), weight (pounds), time (hours, half-hours, quarter-hours, five- and one-minute intervals), money (coins and bills) and temperature (Fahrenheit and Celsius).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L07 (pp 43-48)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L17 (pp 133-140)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L04 (pp 29-36)</li> <li>• TG: L12 (pp 101-108)</li> <li>• TG: Post Assessment L12-15 (pp 98-99)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L02 (pp 17-24)</li> </ul>	<p><i>MA-EP-2.1.2</i> <i>Students will use standard units to measure temperature in Fahrenheit and Celsius to the nearest degree.</i></p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L17 (pp 133-140)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L12 (pp 101-108)</li> <li>• TG: Post Assessment L12-15 (pp 98-99)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L15 (pp 127-134)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04 (pp 47-50)</li> <li>• TG: L05 (pp 51-60)</li> </ul> <p><i>MA-EP-2.1.3</i> <i>Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks.</i></p>

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<ul style="list-style-type: none"> <li>• TG: Post Assessment L13-16 (pp 104-105)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> <li>• <b>DMB: Large and Small</b></li> <li>• TG: L04 (pp 29-36)</li> <li>• TG: L16 (pp 141-146)</li> <li>• TG: L20 (pp 167-172)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DAT: Plotting and Growing</b></li> <li>• TG: L02 (pp 21-28)</li> <li>• TG: L20 (pp 217-222)</li> <li>• <b>DGL: Shapes and Paths</b></li> <li>• TG: L10 (pp 99-105)</li> <li>• TG: Post Assessment L08-11(pp 79-80)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> <li>• <b>DMB: Scales and Balances</b></li> <li>• TG: L07-11 (pp 59-96)</li> <li>• TG: L20 (pp 169-174)</li> <li>• TG: Post Assessment (p 58)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L03 (pp 25-34)</li> <li>• TG: L05 (pp 41-46)</li> <li>• TG: L10 (pp 81-88)</li> <li>• TG: L15 (pp 127-134)</li> <li>• TG: L16 (pp 141-148)</li> <li>• TG: Post Assessment L01-06 (pp 5-6)</li> <li>• TG: Post Assessment L16-20 (p 139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> <li>• <b>DNC-A: Ordering and Arranging</b></li> <li>• TG: L04 (pp 47-50)</li> <li>• TG: L05 (pp 51-60)</li> </ul> <p><b>MA-P-M-S-MPA3</b> Students will use standard units of measurement to identify, describe and compare measurable attributes of objects (e.g., length, weight, volume) and make estimates using appropriate units of measurement.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DMB: Over and Under</b></li> <li>• TG: L04 (pp 25-30)</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L07 (pp 43-48)</li> <li>• TG: L17 (pp 119-126)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DMB: Up and Down</b></li> <li>• TG: L01-06 (pp 7-42)</li> <li>• <b>DNC-B: Families and Facts</b></li> <li>• TG: L03 (pp 25-33)</li> </ul>	<p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DMB: Over and Under</b></li> <li>• TG: L01-03 (pp 7-24)</li> <li>• TG: L06-08 (pp 37-52)</li> <li>• TG: L16 (pp 109-114)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: L20 (pp 139-144)</li> <li>• TG: Post Assessment (pp 63-64)</li> <li>• TG: Post Assessment L17-20 (p 118)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DMB: Up and Down</b></li> <li>• TG: L04-06 (pp 25-42)</li> <li>• TG: L17-18 (pp 133-150)</li> <li>• TG: L20 (pp 157-160)</li> <li>• TG: Post Assessment (p 144)</li> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> <li>• TG: Post Assessment L13-17 (pp 99-101)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DMB: Large and Small</b></li> <li>• TG: L03-06 (pp 21-48)</li> <li>• TG: L12 (pp 101-108)</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L01-07 (p 5)</li> <li>• TG: Post Assessment L12-15 (pp 98-99)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul>
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	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L03 (pp 21-28)</li> <li>• TG: L06 (pp 43-48)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L01 (pp 7-16)</li> <li>• TG: L03-05 (pp 25-46)</li> <li>• TG: L17 (pp 149-154)</li> </ul> <p><b>MA-P-M-S-MPA4</b> Students will choose and use appropriate tools for specific measurement tasks.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L01-03 (pp 7-24)</li> <li>• TG: L06-08 (pp 37-52)</li> <li>• TG: L16 (pp 109-114)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: L20 (pp 139-144)</li> <li>• TG: Post Assessment (pp 63-64)</li> <li>• TG: Post Assessment L17-20 (p 118)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul>	<p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing T</li> <li>• G: L02 (pp 21-28)</li> <li>• DMB: Scales and Balances</li> <li>• TG: L02 (pp 17-24)</li> <li>• TG: L05 (pp 41-46)</li> <li>• TG: L11 (pp 89-96)</li> <li>• TG: L15 (pp 127-134)</li> <li>• TG: L20 (pp 169-174)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04 (pp 47-50)</li> <li>• TG: L05 (pp 51-60)</li> </ul> <p><i>MA-EP-2.1.4</i> <i>Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L04-08 (pp 25-52)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: Post Assessment L01-09 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L01-06 (pp 7-42)</li> </ul>
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DAT=Developing Algebraic Thinking  
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DNC-A=Developing Number Concepts Module A, DNC-B=Module B

**Correlation of Math Out of Box<sup>®</sup> to  
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	<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L04-06 (pp 25-42)</li> <li>• TG: L17 (pp 133-140)</li> <li>• TG: L18 (pp 145-150)</li> <li>• TG: L20 (pp 157-160)</li> <li>• TG: Post Assessment (p 144)</li> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> <li>• TG: Post Assessment L13-17 (pp 99-101)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L03-06 (pp 21-48)</li> <li>• TG: L12 (pp 101-108)</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L01-07 (p 5)</li> <li>• TG: Post Assessment L12-15 (pp 98-99)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L02 (pp 21-28)</li> <li>• DMB: Scales and Balances</li> <li>• TG: L02 (pp 17-24)</li> <li>• TG: L05 (pp 41-46)</li> <li>• TG: L11 (pp 89-96)</li> <li>• TG: L15 (pp 127-134)</li> <li>• TG: L20 (pp 169-174)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> <li>• DNC-A: Ordering and Arranging</li> </ul>	<ul style="list-style-type: none"> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> <li>• <b>DNC-B: Families and Facts</b></li> <li>• TG: L03 (pp 25-33)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L16-20 (pp 141-188)</li> <li>• DMB: Large and Small</li> <li>• TG: L01-06 (pp 7-48)</li> <li>• TG: L18 (pp 155-160)</li> <li>• TG: L19 (pp 161-166)</li> <li>• TG: Post Assessment L01-07 (p 5)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L20 (pp 217-222)</li> <li>• DMB: Scales and Balances</li> <li>• TG: L01-05 (pp 7-46)</li> <li>• TG: L18 (pp 155-162)</li> <li>• TG: L19 (pp 163-168)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L02 (pp 13-20)</li> </ul> <p><i>MA-EP-2.1.5 Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.</i></p>
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	<ul style="list-style-type: none"> <li>• TG: L04 (pp 47-50)</li> <li>• TG: L05 (pp 51-60)</li> </ul> <p><b>MA-P-M-S-MPA7</b> Students will explore concepts of perimeter and area of rectangles using manipulatives.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L09 (pp 53-58)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L07 (pp 43-48)</li> <li>• TG: L08 (pp 49-58)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L07 (pp 49-56)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L07 (pp 59-66)</li> <li>• TG: Post Assessment L01-06 (pp 5-6)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul>	<p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L11-20 (pp 81-150)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L02 (pp 13-17)</li> <li>• TG: L03 (pp 19-25)</li> <li>• TG: L06 (pp 41-46)</li> <li>• TG: L07 (pp 53-59)</li> <li>• TG: L10 (pp 77-81)</li> <li>• TG: L12-15 (pp 89-118)</li> <li>• DMB: Over and Under</li> <li>• TG: L01-03 (pp 7-24)</li> <li>• TG: L06-08 (pp 37-52)</li> <li>• TG: L10 (pp 65-72)</li> <li>• TG: L11 (pp 73-80)</li> <li>• TG: L16 (pp 109-114)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: Post Assessment (pp 63-64)</li> <li>• TG: Post Assessment L01-09 (p 5)</li> <li>• TG: Post Assessment L17-20 (p 118)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L07 (pp 51-59)</li> <li>• TG: L09 (pp 97-106)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L11-20 (pp 99-176)</li> <li>• TG: L12 (pp 107-114)</li> <li>• TG: Post Assessment (p 98)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> </ul>
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	<p><b>MA-P-M-S-SM1</b> Students will determine equivalent U.S. customary measurements.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L17 (pp 147-154)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L16 (pp 141-148)</li> </ul> <p><b>MA-P-M-S-SM2</b> Students will describe, define, give examples of and use to solve real-world and/or mathematical problems both nonstandard and standard (U.S. Customary, metric) units of measurement to include length, time, money, temperature (Fahrenheit and Celsius) and weight.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L04 -08 (pp 25-52)</li> <li>• TG: L10 (pp 65-72)</li> <li>• TG: L11 (pp 73-80)</li> <li>• TG: Post Assessment L01-09 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L02 (pp 17-22)</li> <li>• TG: L04-05 (pp 29-40)</li> <li>• TG: L09-10 (pp 65-76)</li> <li>• TG: L12 (pp 83-87)</li> <li>• <b>DMB: Up and Down</b></li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L03 (pp 21-24)</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L09 (pp 65-72)</li> <li>• TG: L10-12 (pp 73-94)</li> <li>• TG: L18 (pp 145-150)</li> <li>• TG: Post Assessment (p 144)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> <li>• <b>DNC-B: Families and Facts</b></li> <li>• TG: L09 (pp 97-106)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DAT: Collecting and Sorting</b></li> <li>• TG: L01 (pp 5-10)</li> <li>• TG: L11-20 (pp 99-188)</li> <li>• TG: Post Assessment L11-13 (pp 96-97)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• <b>DGL: Rows and Columns</b></li> <li>• TG: L02-05 (pp 17-46)</li> <li>• TG: L07 (pp 61-68)</li> <li>• TG: L08 (pp 69-76)</li> <li>• <b>DMB: Large and Small</b></li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L02 (pp 15-20)</li> <li>• TG: L04 (pp 29-36)</li> <li>• TG: L08-12 (pp 63-108)</li> <li>• TG: L18 (pp 155-160)</li> <li>• TG: L19 (pp 161-166)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> </ul>
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	<ul style="list-style-type: none"> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post 6Assessment L08-12 (pp 120-121)</li> </ul>	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L01-03 (pp 7-28)</li> <li>• TG: L06 (pp 43-48)</li> <li>• TG: L07 (pp 49-56)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L01 (pp 7-16)</li> <li>• TG: L03-05 (pp 25-46)</li> <li>• TG: L07 (pp 59-66)</li> <li>• TG: L08 (pp 67-72)</li> </ul> <p><i>MA-EP-2.2.1</i> <i>Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L04-08 (pp 25-52)</li> <li>• TG: L10 (pp 65-72)</li> <li>• TG: L12 (pp 81-88)</li> <li>• TG: Post Assessment (pp 63-64)</li> <li>• TG: Post Assessment L01-09 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul>
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		<ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L02 (pp 13-20)</li> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post 6Assessment L08-12 (pp 120-121)</li> </ul> <p><i>MA-EP-2.2.3</i> <i>Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).</i></p> <p style="text-align: center;"><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L11 (pp 73-80)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L10 (pp 73-80)</li> <li>• TG: L11 (pp 81-88)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L08-11 (pp 63-94)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L12 (pp 103-110)</li> <li>• TG: L14 (pp 117-126)</li> <li>• TG: L18 (pp 155-162)</li> <li>• TG: L19 (pp 163-168)</li> </ul>
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Combined Curriculum Document for Primary (K-3) Mathematics**

		<ul style="list-style-type: none"> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L08-12 (pp 79-119)</li> <li>• TG: Post 6Assessment L08-12 (pp 120-121)</li> </ul>
<p><b>MA-P-M-U-3</b> Students will understand that for each situation, there is an appropriate degree of accuracy in measurement.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L06 (pp 37-42)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L03 (pp 21-28)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L02 (pp 17-24)</li> </ul>	<p><b>MA-P-M-S-MPA6</b> Students will estimate weight, length, perimeter, area, angle and time using appropriate units of measurement.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L04 (pp 25-30)</li> <li>• TG: L05 (pp 31-36)</li> <li>• TG: L07 (pp 43-48)</li> <li>• TG: L17 (pp 119-126)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L01-08 (pp 7-58)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L03 (pp 25-33)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L01-03 (pp 7-28)</li> <li>• TG: L06 (pp 43-48)</li> <li>• TG: L07 (pp 49-56)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> </ul>	<p><i>MA-EP-2.1.4</i> <i>Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L04-08 (pp 25-52)</li> <li>• TG: L17 (pp 119-126)</li> <li>• TG: Post Assessment L01-09 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L01-06 (pp 7-42)</li> <li>• TG: Post Assessment L01-08 (pp 4-5)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L03 (pp 25-33)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L16-20 (pp 141-188)</li> </ul>

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	<ul style="list-style-type: none"> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L01 (pp 7-16)</li> <li>• TG: L03-05 (pp 25-46)</li> <li>• TG: L07 (pp 59-66)</li> <li>• TG: L08 (pp 67-72)</li> </ul> <p><b>MA-P-M-S-MPA9</b> Students will combine coins and bills to make a given amount and make change up to a dollar.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Over and Under</li> <li>• TG: L10 (pp 65-72)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L09-12 (pp 65-94)</li> <li>• TG: Post Assessment L09-12 (pp 62-63)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L08-11 (pp 63-94)</li> <li>• TG: Post Assessment L08-11 (pp 60-61)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul>	<ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L01-06 (pp 7-48)</li> <li>• TG: L18 (pp 155-160)</li> <li>• TG: L19 (pp 161-166)</li> <li>• TG: Post Assessment L01-07 (p 5)</li> <li>• TG: Post Assessment L16-20 (pp 138-139)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxviii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L20 (pp 217-222)</li> <li>• DMB: Scales and Balances</li> <li>• TG: L01-05 (pp 7-46)</li> <li>• TG: L18 (pp 155-162)</li> <li>• TG: L19 (pp 163-168)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L02 (pp 13-20)</li> </ul> <p><i>MA-EP-2.2.2</i> <i>Students will determine elapsed time by half hours.</i></p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L12 (pp 103-110)</li> </ul>
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	<p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-B: Ordering and Arranging</li><li>• TG: L08-12 (pp 79-119)</li><li>• TG: Post Assessment L08-12 (pp 120-121)</li></ul>	
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<p><b>Big Idea: Geometry</b> Students explore and find basic geometric elements and terms, two-dimensional shapes and three-dimensional objects. They find and use symmetry. They move two-dimensional figures in a plane and explore congruent and similar figures.</p> <p><b>Academic Expectation</b> <b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately. <b>2.9</b> Students understand space and dimensionality concepts and use them appropriately and accurately.</p>		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment
<p><b>MA-P-G-U-1</b> Students will understand that characteristics and properties of two-dimensional figures and three-dimensional objects describe the world and are used to develop mathematical arguments about geometric relationships and to evaluate the arguments of others.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L01 (pp 7-12)</li> <li>• TG: L03 (pp 19-25)</li> <li>• TG: L07 (pp 53-59)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L01 (pp 7-15)</li> <li>• TG: L03 (pp 23-28)</li> <li>• TG: L09 (pp 65-70)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> </ul>	<p><b>MA-P-G-S-SR1</b> Students will identify, describe, model, draw, compare and classify two-dimensional figures and three-dimensional objects using elements, attributes and properties.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01 (pp 5-12)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L01-12 (pp 7-93)</li> <li>• TG: L15 (pp 113-118)</li> <li>• TG: L16 (pp 119-124)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Post Assessment L07-12 (p 51)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L01-12 (pp 7-87)</li> <li>• TG: L16 (pp 111-116)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul>	<p><b>MA-EP-3.1.1</b> <b>Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L01 (pp 7-12)</li> <li>• TG: L03 (pp 19-25)</li> <li>• TG: L04 (pp 27-32)</li> <li>• TG: L06-10 (pp 41-81)</li> <li>• TG: L12 (pp 89-93)</li> <li>• TG: L16 (pp 119-124)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L02-07 (pp 17-60)</li> <li>• TG: L09 (pp 65-70)</li> <li>• TG: L11 (pp 77-81)</li> </ul>

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<ul style="list-style-type: none"> <li>• TG: L01-02 (pp 7-23)</li> <li>• TG: L06-08 (pp 47-76)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L02-07 (pp 15-73)</li> </ul>	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L01-10 (pp 7-88)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Post Assessment L07-12 (pp 59-64)</li> </ul> <ul style="list-style-type: none"> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L03-09 (pp 23-97)</li> <li>• TG: Post Assessment L05-07 (pp 44-45)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-P-G-S-SR2</b> Students will explore the relationships among two-dimensional figures and three-dimensional objects (e.g., using virtual manipulatives).</p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L03 (pp 25-31)</li> <li>• TG: L12 (pp 95-100)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L05 (pp 47-57)</li> <li>• TG: L17 (pp 171-179)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L12 (pp 83-87)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L02-07 (pp 17-68)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L01-04 (pp 7-39)</li> <li>• TG: L06-09 (pp 59-97)</li> <li>• TG: Post Assessment L01-05 (pp 4-5)</li> <li>• TG: Post Assessment L05-07 (pp 44-45)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-EP-3.1.2</b> <b>Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01 (pp 5-12)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L07-12 (pp 53-93)</li> <li>• TG: L16 (pp 119-124)</li> </ul>
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	<p><b>MA-P-G-S-SR3</b> Students will identify and describe congruent figures in real-world and/or mathematical situations.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L12 (pp 95-100)</li> <li>• DNC-A: More and Less</li> <li>• TG: L17 (pp 183-191)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L14 (pp 139-149)</li> <li>• TG: L15 (pp 151-157)</li> <li>• TG: L17 (pp 171-179)</li> <li>• TG: Post Assessment L01-05 (pp 4-5)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-P-G-S-SR4</b> Students will investigate and solve real-world problems using the elements, attributes and properties of basic two-dimensional figures and three-dimensional objects.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L09 (pp 73-80)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: Post Assessment L07-12 (p 51)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L07-12 (pp 53-87)</li> <li>• TG: L16 (pp 111-116)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L03 (pp 25-31)</li> <li>• TG: L07-10 (pp 61-88)</li> <li>• TG: Post Assessment L07-12 (pp 59-64)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L05-09 (pp 47-97)</li> <li>• TG: Post Assessment L05-07 (pp 44-45)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-EP-3.1.3</b> <b>Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes) and will apply the attributes to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> </ul>
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	<p><b>MA-P-G-S-SR5</b> Students will identify, draw and represent line segments and angles.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L09 (pp 77-82)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L05-07 (pp 47-73)</li> </ul> <p><b>MA-P-G-S-SR6</b> Students will determine if simple shapes are congruent.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L12 (pp 95-100)</li> <li>• DNC-A: More and Less</li> <li>• TG: L17 (pp 183-191)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L14 (pp 139-149)</li> <li>• TG: L15 (pp 151-157)</li> <li>• TG: L17 (pp 171-179)</li> <li>• TG: Post Assessment L01-05 (pp 4-5)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L01-06 (pp 7-46)</li> <li>• TG: L15 (pp 113-118)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L01-06 (pp 7-45)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L01-06 (pp 7-53)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L03 (pp 23-31)</li> <li>• TG: L04 (pp 33-39)</li> </ul> <p><i>MA-EP-3.1.5</i> <i>Students will identify and describe congruent figures in real-world and mathematical problems.</i></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L12 (pp 95-100)</li> <li>• DNC-A: More and Less</li> </ul>
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		<ul style="list-style-type: none"> <li>• TG: L17 (pp 183-191)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L14 (pp 139-149)</li> <li>• TG: L15 (pp 151-157)</li> <li>• TG: L17 (pp 171-179)</li> <li>• TG: Post Assessment L01-05 (pp 4-5)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>
<p><b>MA-P-G-U-2</b> Students will understand that representational systems, including coordinate geometry, are means for specifying locations and describing spatial relationships and are organizers for making sense of the world around them.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L17-20 (pp 129-151)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L17-20 (pp 121-144)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> </ul>	<p><b>MA-P-G-S-SR3</b> Students will identify and describe congruent figures in real-world and/or mathematical situations.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L12 (pp 95-100)</li> <li>• DNC-A: More and Less</li> <li>• TG: L17 (pp 183-191)</li> </ul> <p><b>MA-P-G-S-SR5</b> Students will identify, draw and represent line segments and angles.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> </ul>	<p><i>MA-EP-3.3.1</i> <i>Students will locate points on a grid representing a positive coordinate system.</i></p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L20 (pp 195-201)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>

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<ul style="list-style-type: none"> <li>• TG: L17-20 (pp 141-166)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L12-15 (pp 121-157)</li> <li>• TG: L18-20 (pp 181-201)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L09 (pp 77-82)</li> </ul> <p><b>MA-P-G-S-SR6</b> Students will determine if simple shapes are congruent.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L12 (pp 95-100)</li> <li>• DNC-A: More and Less</li> <li>• TG: L17 (pp 183-191)</li> </ul> <p><b>MA-P-G-S-CG1</b> Students will locate points and figures on a grid representing a positive coordinate system.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L18 (pp 151-156)</li> <li>• TG: Post Assessment L17-20 (p 140)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L18-20 (pp 181-201)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>	
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**Correlation of Math Out of Box® to  
Kentucky's Program of Studies and Core Content for Assessment  
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<p><b>MA-P-G-U-3</b> Students will understand that transformations and symmetry are used to analyze real-world situations (e.g., art, nature, construction and scientific exploration).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L13 (pp 99-104)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L13-16 (pp 93-116)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L13-14 (pp 107-122)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L12-16 (pp 121-170)</li> </ul>	<p><b>MA-P-G-S-TS1</b> Students will determine lines of symmetry in simple shapes and identify and describe symmetrical two-dimensional figures.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: Post Assessment L13-16 (p 98)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L11 (pp 89-94)</li> <li>• TG: Post Assessment L07-12 (pp 59-64)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L09 (pp 89-97)</li> <li>• TG: L16 (pp 165-170)</li> <li>• TG: Post Assessment L08-11(pp 79-80)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-P-G-S-TS2</b> Students will examine examples of line</p>	<p><b>MA-EP-3.2.1</b> <b>Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: Post Assessment L13-16 (p 98)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L16 (pp 111-116)</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L09 (pp 89-97)</li> <li>• TG: L16 (pp 165-170)</li> <li>• TG: Post Assessment L08-11(pp 79-80)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>
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DAT=Developing Algebraic Thinking  
DGL=Developing Geometric Logic

DMB=Developing Measurement Benchmarks  
DNC-A=Developing Number Concepts Module A, DNC-B=Module B

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	<p>symmetry in real-world situations and apply one line of symmetry to construct simple geometric designs, using graphic, technological or concrete models/manipulatives to communicate understanding.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: Post Assessment L13-16 (p 98)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L16 (pp 111-116)</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L11 (pp 89-94)</li> <li>• TG: Post Assessment L07-12 (pp 59-64)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L09 (pp 89-97)</li> <li>• TG: L16 (pp 165-170)</li> <li>• TG: Post Assessment L08-11(pp 79-80)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-P-G-S-TS3</b> Students will explore flips, slides and turns with physical models.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L13-15 (pp 93-110)</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L13 (pp 107-113)</li> <li>• TG: L14 (pp 115-122)</li> <li>• TG: Post Assessment L13-16 (pp 104-105)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> <li>• DGL: Shapes and Paths</li> <li>• TG: L12-16 (pp 121-170)</li> <li>• TG: Post Assessment L12-15 (pp 118-119)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-P-G-S-TS4</b> Students will identify images from flips (reflections), slides (translations) and turns (rotations) in a plane.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L13-15 (pp 93-110)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L13 (pp 107-113)</li> <li>• TG: L14 (pp 115-122)</li> <li>• TG: Post Assessment L13-16 (pp 104-105)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L12-16 (pp 121-170)</li> <li>• TG: Post Assessment L12-15 (pp 118-119)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>	
<p><b>MA-P-G-U-4</b> Students will understand that visualization, spatial reasoning and geometric relationships model real-world situations.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L03 (pp 19-25)</li> <li>• TG: L05 (pp 33-39)</li> <li>• TG: L17-19 (pp 129-145)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L08 (pp 61-64)</li> </ul>	<p><b>MA-P-G-S-TS3</b> Students will explore flips, slides and turns with physical models.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L13-15 (pp 93-110)</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L13 (pp 107-113)</li> <li>• TG: L14 (pp 115-122)</li> </ul>	<p><b>MA-EP-3.1.1</b> <b>Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems.</b></p> <p align="right"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L01 (pp 7-12)</li> <li>• TG: L03 (pp 19-25)</li> <li>• TG: L04 (pp 27-32)</li> <li>• TG: L06-10 (pp 41-81)</li> </ul>

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<ul style="list-style-type: none"> <li>• TG: L09 (pp 65-70)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L15 (pp 123-128)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Scales and Balances</li> <li>• TG: L09 (pp 73-80)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: Post Assessment L13-16 (pp 104-105)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L12-16 (pp 121-170)</li> <li>• TG: Post Assessment L12-15 (pp 118-119)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-P-G-S-TS4</b> Students will identify images from flips (reflections), slides (translations) and turns (rotations) in a plane.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L13-15 (pp 93-110)</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L13 (pp 107-113)</li> <li>• TG: L14 (pp 115-122)</li> <li>• TG: Post Assessment L13-16 (pp 104-105)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L12-16 (pp 121-170)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L12 (pp 89-93)</li> <li>• TG: L16 (pp 119-124)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L02-07 (pp 17-60)</li> <li>• TG: L09 (pp 65-70)</li> <li>• TG: L11 (pp 77-81)</li> <li>• TG: L12 (pp 83-87)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L01-04 (pp 7-39)</li> <li>• TG: L06-09 (pp 59-97)</li> <li>• TG: Post Assessment L01-05 (pp 4-5)</li> <li>• TG: Post Assessment L05-07 (pp 44-45)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul> <p><b>MA-EP-3.1.3</b> <b>Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes) and will apply the attributes to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> </ul>
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L12-15 (pp 118-119)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L01-06 (pp 7-46)</li> <li>• TG: L15 (pp 113-118)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvi)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L01-06 (pp 7-45)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L01-06 (pp 7-53)</li> <li>• TG: Post Assessment L01-06 (p 5)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L01 (pp 7-14)</li> <li>• TG: L03 (pp 23-31)</li> <li>• TG: L04 (pp 33-39)</li> </ul> <p><b>MA-EP-3.2.1</b>  <b>Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> </ul>
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		<ul style="list-style-type: none"> <li>• TG: Post Assessment L13-16 (p 98)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L16 (pp 111-116)</li> <li>• TG: Post Assessment L13-16 (p 92)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxvii)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L10 (pp 83-88)</li> <li>• TG: L11 (pp 89-94)</li> <li>• TG: Post Assessment L07-12 (pp 59-64)</li> <li>• TG: Unit Pre Assessment (pp xxiii-xxix)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L09 (pp 89-97)</li> <li>• TG: L16 (pp 165-170)</li> <li>• TG: Post Assessment L08-11(pp 79-80)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>
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		<p><i>MA-EP-3.3.1</i> <i>Students will locate points on a grid representing a positive coordinate system.</i></p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L18 (pp 151-156)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L20 (pp 195-201)</li> <li>• TG: Post Assessment L16-20 (pp 162-163)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxiii)</li> </ul>
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<p><b>Big Idea: Data Analysis and Probability</b> Students pose questions, plan and collect data, organize and display data and interpret displays of data. They generate outcomes for simple probability activities, determine fairness of probability games and explore likely and unlikely events.</p> <p><b>Academic Expectations</b>  <b>2.7</b> Students understand number concepts and use numbers appropriately and accurately.  <b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately.  <b>2.13</b> Students understand and appropriately use statistics and probability.</p>		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment
<p><b>MA-P-DAP-U-1</b> Students will understand that quantitative literacy is a necessary tool to be an intelligent consumer and citizen.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L09-12 (pp 65-94)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L08-11 (pp 63-94)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L15 (pp 171-176)</li> <li>• TG: L17 (pp 187-194)</li> </ul>	<p><b>MA-P-DAP-S-DR6</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, two-circle Venn diagrams).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L14-20 (pp 103-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L15-20 (pp 133-176)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• TG: Post Assessment L14-16 (p 126)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L06 (pp 41-45)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p>	

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Combined Curriculum Document for Primary (K-3) Mathematics**

	<ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L12-20 (pp 109-188)</li> <li>• TG: Post Assessment L11-13 (pp 96-97)</li> <li>• TG: Post Assessment L14-16 (p 128)</li> <li>• TG: Post Assessment L17-20 (pp 156-157)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18 (pp 155-159)</li> <li>• TG: L19 (pp 161-165)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L01 (pp 7-20)</li> <li>• TG: L02 (pp 21-28)</li> <li>• TG: L13 (pp 149-156)</li> <li>• TG: L15-17 (pp 171-194)</li> <li>• TG: Post Assessment L01-02 (pp 4-5)</li> <li>• TG: Post Assessment L15-17 (pp 168-169)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L16 (pp 151-156)</li> <li>• TG: L17 (pp 157-164)</li> </ul>	
<p><b>MA-P-DAP-U-2</b> Students will understand that the collection, organization, interpretation and display of data can be used to answer questions.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> </ul>	<p><b>MA-P-DAP-S-DR1</b> Students will make a graph using concrete manipulatives and read data displayed on a concrete graph.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L17-19 (pp 157-176)</li> </ul>	<p><b>MA-EP-4.1.1</b> <b>Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b><u>Kindergarten Set</u></b></p>

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<ul style="list-style-type: none"> <li>• TG: L20 (pp 187-191)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L17-19 (pp 159-182)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L16 (pp 177-186)</li> <li>• TG: L17 (pp 187-194)</li> </ul>	<p><b>MA-P-DAP-S-DR2</b> Students will display, read and compare data on student-invented graphs.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Towers and Trails</li> <li>• TG: L10 (pp 77-81)</li> <li>• TG: L11 (pp 83-87)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L17-19 (pp 157-176)</li> <li>• TG: Post Assessment L16-20 (p 182)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L02 (pp 17-23)</li> <li>• TG: L04 (pp 33-38)</li> <li>• TG: L05 (pp 39-46)</li> </ul> <p><b>MA-P-DAP-S-DR5</b> Students will display data in line plots.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L11 (pp 123-134)</li> <li>• TG: L17 (pp 187-194)</li> </ul> <p><b>MA-P-DAP-S-ES3</b> Students will use tools (including technology when appropriate) to organize and display student-collected data.</p>	<ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L14-20 (pp 103-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L15-20 (pp 133-176)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• TG: Post Assessment L14-16 (p 126)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L06 (pp 41-45)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L12-20 (pp 109-188)</li> <li>• TG: Post Assessment L11-13 (pp 96-97)</li> <li>• TG: Post Assessment L14-16 (p 128)</li> <li>• TG: Post Assessment L17-20 (pp 156-157)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L02 (pp 17-23)</li> <li>• TG: L04 (pp 33-38)</li> <li>• TG: L05 (pp 39-46)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18 (pp 155-159)</li> <li>• TG: L19 (pp 161-165)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L01 (pp 7-20)</li> </ul>
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	<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L11-20 (pp 99-176)</li> <li>• TG: Post Assessment (p 98)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L06 (pp 41-45)</li> <li>• DNC-B: -20 (pp 167-191)</li> <li>• TG: Post Assessment L15-20 (p 192)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L02 (pp 17-23)</li> <li>• TG: L04 (pp 33-38)</li> <li>• TG: L05 (pp 39-46)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L18-20 (p 173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L16 (pp 177-186)</li> <li>• TG: L17 (pp 187-194)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L02 (pp 21-28)</li> <li>• TG: L13 (pp 149-156)</li> <li>• TG: L15-17 (pp 171-194)</li> <li>• TG: Post Assessment L01-02 (pp 4-5)</li> <li>• TG: Post Assessment L15-17 (pp 168-169)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DGL: Shapes and Paths</li> <li>• TG: L02 (pp 15-22)</li> <li>• TG: L03 (pp 23-31)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L16 (pp 151-156)</li> <li>• TG: L17 (pp 157-164)</li> </ul> <p><i>MA-EP-4.1.2 Students will collect data.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L12-20 (pp 87-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L10 (pp 77-81)</li> <li>• TG: L11 (pp 83-87)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16-19 (pp 149-176)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L11-20 (pp 99-176)</li> <li>• TG: Post Assessment (pp 150-151)</li> <li>• TG: Post Assessment L14-16 (p 126)</li> <li>• DGL: Symmetry and Shapes</li> </ul>
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		<ul style="list-style-type: none"> <li>• TG: L06 (pp 41-45)</li> <li>• TG: L12 (pp 83-87)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L17-20 (pp 167-191)</li> <li>• TG: Post Assessment L15-20 (p 192)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L11-19 (pp 99-182)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L02 (pp 17-23)</li> <li>• TG: L04 (pp 33-38)</li> <li>• TG: L05 (pp 39-46)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L18-20 (p 173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L01 (pp 7-20)</li> <li>• TG: L02 (pp 21-28)</li> <li>• TG: L13 (pp 149-156)</li> <li>• TG: L15 (pp 171-176)</li> <li>• TG: L16 (pp 177-186)</li> <li>• TG: L20 (pp 217-222)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L14-17 (pp 139-164)</li> </ul>
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		<p><i>MA-EP-4.1.3</i> <i>Students will organize and display data.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L11-13 (pp 81-98)</li> <li>• TG: L15-20 (pp 109-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DGL: Towers and Trails</li> <li>• TG: L10 (pp 77-81)</li> <li>• TG: L11 (pp 83-87)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16-19 (pp 149-176)</li> <li>• TG: Post Assessment L16-20 (p 182)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L11-14 (pp 99-132)</li> <li>• TG: L16-20 (pp 141-176)</li> <li>• TG: Post Assessment (p 98)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L06 (pp 41-45)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L17-20 (pp 167-191)</li> <li>• TG: Post Assessment L15-20 (p 192)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L02 (pp 17-23)</li> <li>• TG: L04 (pp 33-38)</li> </ul>
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		<ul style="list-style-type: none"> <li>• TG: L05 (pp 39-46)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L18-20 (p 173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L14-17 (pp 139-164)</li> </ul>
<p><b>MA-P-DAP-U-3</b> Students will understand that the choice of data display can affect the visual message communicated.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L20 (pp 145-150)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L20 (pp 170-176)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L20 (pp 183-188)</li> </ul>	<p><b>MA-P-DAP-S-DR3</b> Students will read, display, compare and interpret student-collected data.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L20 (pp 187-191)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L17-19 (pp 159-182)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L16 (pp 177-186)</li> <li>• TG: L17 (pp 187-194)</li> </ul>	

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	<p><b>MA-P-DAP-S-DR4</b> Students will display, read and compare data on a pictograph and bar graph.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Rhythm and Design</li><li>• TG: L14-20 (pp 103-150)</li></ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Together and Apart</li><li>• TG: L15-20 (pp 133-176)</li><li>• TG: Post Assessment (pp 150-151)</li><li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li><li>• DGL: Symmetry and Shapes</li><li>• TG: L06 (pp 41-45)</li></ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Collecting and Sorting</li><li>• TG: L14-20 (pp 129-188)</li><li>• TG: Post Assessment L14-16 (p 128)</li><li>• TG: Post Assessment L17-20 (pp 156-157)</li><li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li></ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Plotting and Growing</li><li>• TG: L15-17 (pp 171-194)</li><li>• TG: Post Assessment L15-17 (pp 168-169)</li><li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li></ul>	
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	<p><b>MA-P-DAP-S-DR5</b> Students will display data in line plots.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L11 (pp 123-134)</li> <li>• TG: L17 (pp 187-194)</li> </ul> <p><b>MA-P-DAP-S-DR7</b> Students will use technology to organize and display data collected from student investigations.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L11 (pp 123-134)</li> <li>• TG: L17 (pp 187-194)</li> </ul> <p><b>MA-P-DAP-S-ES3</b> Students will use tools (including technology when appropriate) to organize and display student-collected data.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L11-13 (pp 81-98)</li> <li>• TG: L15-20 (pp 109-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DGL: Towers and Trails</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: L10 (pp 77-81)</li> <li>• TG: L11 (pp 83-87)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16-19 (pp 149-176)</li> <li>• TG: Post Assessment L16-20 (p 182)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L11-20 (pp 99-176)</li> <li>• TG: Post Assessment (p 98)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DGL: Symmetry and Shapes</li> <li>• TG: L06 (pp 41-45)</li> <li>• DNC-B: -20 (pp 167-191)</li> <li>• TG: Post Assessment L15-20 (p 192)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Rows and Columns</li> <li>• TG: L02 (pp 17-23)</li> <li>• TG: L04 (pp 33-38)</li> <li>• TG: L05 (pp 39-46)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L18-20 (p 173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L14-17 (pp 139-164)</li> </ul>	
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<p><b>MA-P-DAP-U-4</b> Students will understand that inferences and predictions from data are used to make critical and informed decisions.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L09-12 (pp 65-94)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Large and Small</li> <li>• TG: L08-11 (pp 63-94)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L15 (pp 171-176)</li> <li>• TG: L17 (pp 187-194)</li> </ul>	<p><b>MA-P-DAP-S-DR6</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, two-circle Venn diagrams).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L14-20 (pp 103-150)</li> <li>• TG: Post Assessment L11-20 (pp 124-125)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> </ul> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L12-20 (pp 109-188)</li> <li>• TG: Post Assessment L11-13 (pp 96-97)</li> <li>• TG: Post Assessment L14-16 (p 128)</li> <li>• TG: Post Assessment L17-20 (pp 156-157)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DNC-B: More and Less</li> <li>• TG: L18 (pp 155-159)</li> <li>• TG: L19 (pp 161-165)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L01 (pp 7-20)</li> <li>• TG: L02 (pp 21-28)</li> <li>• TG: L13 (pp 149-156)</li> <li>• TG: L15-17 (pp 171-194)</li> <li>• TG: Post Assessment L01-02 (pp 4-5)</li> <li>• TG: Post Assessment L15-17 (pp 168-169)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L16 (pp 151-156)</li> </ul>	<p><i>MA-EP-4.2.1</i> <i>Students will determine the mode (of a set of data with no more than one mode) and the range of a set of data.</i></p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L18 (pp 167-174)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L13 (pp 149-156)</li> <li>• TG: L14 (pp 157-164)</li> <li>• TG: Post Assessment L13-14 (pp 146-147)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> </ul> <p><i>MA-EP-4.3.1</i> <i>Students will pose questions that can be answered by collecting data.</i></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16 (pp 149-156)</li> <li>• TG: L17 (pp 157-162)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L19 (pp 181-186)</li> </ul>
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**Correlation of Math Out of Box<sup>®</sup> to  
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Combined Curriculum Document for Primary (K-3) Mathematics**

	<ul style="list-style-type: none"> <li>• TG: L17 (pp 157-164)</li> </ul> <p><b>MA-P-DAP-S-ES1</b> Students will pose questions to generate data.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16 (pp 149-156)</li> <li>• TG: L17 (pp 157-162)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L19 (pp 181-186)</li> </ul> <p><b>MA-P-DAP-S-ES2</b> Students will use data from student investigations to make predictions or draw simple conclusion.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16-18 (pp 149-170)</li> </ul> <p><b>MA-P-DAP-S-P1</b> Students will explore chance through games and events.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L16 (pp 127-132)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L20 (pp 187-191)</li> <li>• DAT: Collecting and Sorting</li> <li>• TG: L17-19 (pp 159-182)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L16 (pp 177-186)</li> <li>• TG: L17 (pp 187-194)</li> </ul>
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	<ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L18 (pp 175-180)</li> </ul> <p><b>MA-P-DAP-S-P2</b> Students will compare likely and unlikely outcomes.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16-20 (pp 149-181)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L18 (pp 175-180)</li> <li>• TG: Post Assessment L15-20 (p 192)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L18 (pp 155-159)</li> </ul>	
<p><b>MA-P-DAP-U-5</b> Students will understand that probability can be used to make decisions or predictions or to draw conclusions.</p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L13-17 (pp 149-194)</li> </ul>	<p><b>MA-P-DAP-S-P1</b> Students will explore chance through games and events.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L16 (pp 127-132)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L18 (pp 175-180)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p>	<p><i>MA-EP-4.4.3</i> <i>Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</i></p> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L13-17 (pp 127-164)</li> </ul>

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	<ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L18-20 (pp 155-172)</li> <li>• TG: Post Assessment L18-20 (p 173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L13-17 (pp 127-164)</li> <li>• TG: Post Assessment L13-17 (p 165)</li> </ul> <p><b>MA-P-DAP-S-P2</b> Students will compare likely and unlikely outcomes.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Like and Unlike</li> <li>• TG: L16-20 (pp 149-181)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L18 (pp 175-180)</li> <li>• TG: Post Assessment L15-20 (p 192)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L18 (pp 155-159)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L13-17 (pp 127-164)</li> </ul>	
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	<p><b>MA-P-DAP-S-P3</b> Students will explore basic concepts of probability through simple experiments.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DMB: Up and Down</li> <li>• TG: L16 (pp 127-132)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L18 (pp 175-180)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L18-20 (pp 155-173)</li> <li>• TG: Post Assessment L18-20 (p 173)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L13-17 (pp 127-164)</li> </ul>	
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<p><b>Big Idea: Algebraic Thinking</b> Students explore and examine patterns and develop rules to go with patterns. They generate input-output for functions and create tables to analyze functions. Students use number sentences with missing values.</p> <p><b>Academic Expectations</b>  <b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately.  <b>2.11</b> Students understand mathematical change concepts and use them appropriately and accurately.  <b>2.12</b> Students understand mathematical structure concepts including the properties and logic of various mathematical systems.</p>		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment
<p><b>MA-P-AT-U-1</b> Students will understand that patterns, relations and functions are tools that help explain or predict real-world phenomena.</p> <p><b>Kindergarten Set</b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L02 (pp 13-18)</li> <li>• TG: L05 (pp 37-44)</li> <li>• TG: L06 (pp 45-50)</li> <li>• TG: L13-16 (pp 93-120)</li> <li>• TG: L18-20 (pp 133-150)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L01-20 (pp 5-179)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L01-20 (pp 5-181)</li> </ul> <p><b>1<sup>st</sup> Grade Set</b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L02 (pp 13-20)</li> <li>• TG: L05 (pp 41-48)</li> <li>• TG: L07-14 (pp 61-132)</li> <li>• TG: L16 (pp 141-146)</li> </ul>	<p><b>MA-P-AT-S-PRF1</b> Students will identify and describe patterns in real life and in numerical and geometric situations.</p> <p><b>Kindergarten Set</b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01-10 (pp 5-76)</li> <li>• TG: Post Assessment L01-10 (p 54)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L02 (pp 11-18)</li> <li>• TG: L16-19 (pp 139-172)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09 (pp 75-82)</li> </ul> <p><b>1<sup>st</sup> Grade Set</b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L01-10 (pp 5-94)</li> <li>• TG: Post Assessment (p 60)</li> </ul>	<p><b>MA-EP-5.1.1</b> <b>Students will extend simple patterns (e.g., 2,4,6,8, ...; <math>\diamond \Delta \diamond \Delta \dots</math>).</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Kindergarten Set</b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01-10 (pp 5-76)</li> <li>• TG: Post Assessment L01-10 (p 54)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L02 (pp 11-18)</li> <li>• TG: L16-19 (pp 139-172)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09 (pp 75-82)</li> </ul> <p><b>1<sup>st</sup> Grade Set</b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L01-10 (pp 5-94)</li> <li>• TG: Post Assessment (p 60)</li> </ul>

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- TG: L17 (pp 153-158)
- DGL: Symmetry and Shapes
- TG: L03 (pp 23-28)
- TG: L04 (pp 29-34)
- DMB: Up and Down
- TG: L17 (pp 133-140)
- TG: L19 (pp 151-156)
- TG: L20 (pp 157-160)
- DNC-A: Families and Facts
- TG: L01-22 (pp 5-217)
- DNC-B: Families and Facts
- TG: L01-20 (pp 5-191)

**2<sup>nd</sup> Grade Set**

- DAT: Collecting and Sorting
- TG: L01-20 (pp 5-188)
- TG: Post Assessment L01-04 (p 4)
- TG: Post Assessment L05-07 (p 36)
- TG: Post Assessment L08-10 (pp 60-62)
- TG: Post Assessment L11-13 (pp 96-97)
- TG: Post Assessment L14-16 (p 128)
- TG: Post Assessment L17-20 (pp 156-157)
- TG: Unit Pre Assessment (pp xxiv-xxxiii)
- DMB: Large and Small
- TG: L15 (pp 125-134)
- TG: L17 (pp 147-154)
- TG: L20 (pp 167-172)
- DNC-A: More and Less
- TG: L01-22 (pp 5-236)
- DNC-B: More and Less
- TG: L01-20 (pp 5-172)

- TG: Post Assessment L01-03 (p 4)
- TG: Post Assessment L04-06 (p 30)
- TG: Unit Pre Assessment (pp xxiv-xxx)
- DMB: Up and Down
- TG: Post Assessment L13-17 (pp 99-101)
- TG: Unit Pre Assessment (pp xxii-xxix)
- DNC-A: Families and Facts
- TG: L01-04 (pp 5-40)
- TG: L08-09 (pp 77-96)
- TG: L11-12 (pp 105-118)
- TG: L18 (pp 173-182)
- TG: L19 (pp 183-190)
- DNC-B: Families and Facts
- TG: L04 (pp 41-50)
- TG: L05 (pp 51-62)

**2<sup>nd</sup> Grade Set**

- DAT: Collecting and Sorting
- TG: L02-10 (pp 11-92)
- TG: Post Assessment L01-04 (p 4)
- TG: Post Assessment L05-07 (p 36)
- TG: Post Assessment L08-10 (pp 60-62)
- TG: Unit Pre Assessment (pp xxiv-xxxiii)
- DGL: Rows and Columns
- TG: L14 (pp 115-122)
- DNC-A: More and Less
- TG: L04 (pp 31-40)
- TG: L05 (pp 41-51)
- TG: L11 (pp 115-124)
- TG: L12 (pp 125-133)
- TG: L17 (pp 183-191)
- TG: L20-22 (pp 213-236)
- DNC-B: More and Less
- TG: L13-15 (pp 115-135)

- TG: Post Assessment L01-03 (p 4)
- TG: Post Assessment L04-06 (p 30)
- TG: Unit Pre Assessment (pp xxiv-xxx)
- DMB: Up and Down
- TG: Post Assessment L13-17 (pp 99-101)
- TG: Unit Pre Assessment (pp xxii-xxix)
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- TG: L01 -04(pp 5-40)
- TG: L08-09 (pp 77-96)
- TG: L11-12 (pp 105-118)
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- TG: L05 (pp 51-62)

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- TG: L02-10 (pp 11-92)
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- TG: Post Assessment L05-07 (p 36)
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- TG: L11-12 (pp 115-133)
- TG: L17 (pp 183-191)
- TG: L20-22 (pp 213-236)
- DNC-B: More and Less
- TG: L13-15 (pp 115-135)

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<p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DGL: Shapes and Paths</li> <li>• TG: L16 (pp 165-170)</li> <li>• DMB: Scales and Balances</li> <li>• TG: L20 (pp 169-174)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L01-30 (pp 5-301)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L01-20 (pp 5-192)</li> </ul>	<p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L03-09 (pp 35-112)</li> <li>• TG: L12 (pp 135-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L03-05 (pp 32-34)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L09 (pp 91-100)</li> </ul> <p><b>MA-P-AT-S-PRF2</b> Students will reproduce and extend patterns using manipulatives.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01-10 (pp 5-76)</li> <li>• TG: Post Assessment L01-10 (p 54)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L01-06 (pp 5-56)</li> <li>• TG: L10 (pp 89-94)</li> <li>• TG: Post Assessment L01-03 (p 4)</li> <li>• TG: Post Assessment L04-06 (p 30)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L01-04 (pp 5-40)</li> </ul>	<p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L03-09 (pp 35-112)</li> <li>• TG: L12 (pp 135-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L03-05 (pp 32-34)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L09 (pp 91-100)</li> </ul>
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	<p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L02-05 (pp 11-44)</li> <li>• TG: Post Assessment L01-04 (p 4)</li> <li>• TG: Post Assessment L08-10 (pp 60-62)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L14 (pp 115-122)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L03 (pp 35-44)</li> <li>• TG: L04 (pp 45-56)</li> <li>• TG: Post Assessment L03-05 (pp 32-34)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> </ul> <p><b>MA-P-AT-S-PRF3</b> Students will use pictures or words to create, reproduce, extend and explain patterns of shapes, objects, movements, sounds and numbers.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01-10 (pp 5-76)</li> <li>• TG: Post Assessment L01-10 (p 54)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L02 (pp 11-18)</li> <li>• TG: L16-19 (pp 139-172)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09 (pp 75-82)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• <b>DAT: Together and Apart</b></li> <li>• TG: L01-10 (pp 5-94)</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Post Assessment L01-03 (p 4)</li> <li>• TG: Post Assessment L04-06 (p 30)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• <b>DMB: Up and Down</b></li> <li>• TG: Post Assessment L13-17 (pp 99-101)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> <li>• <b>DNC-A: Families and Facts</b></li> <li>• TG: L01-04 (pp 5-40)</li> <li>• TG: L08-09 (pp 77-96)</li> <li>• TG: L11-12 (pp 105-118)</li> <li>• TG: L18-19 (pp 173-190)</li> <li>• <b>DNC-B: Families and Facts</b></li> <li>• TG: L04 (pp 41-50)</li> <li>• TG: L05 (pp 51-62)</li> </ul> <ul style="list-style-type: none"> <li>• <b>DAT: Plotting and Growing</b></li> <li>• TG: L03-09 (pp 35-112)</li> <li>• TG: L12 (pp 135-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L03-05 (pp 32-34)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• <b>DNC-A: Ordering and Arranging</b></li> <li>• TG: L09 (pp 91-100)</li> </ul>	
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	<p><b>MA-P-AT-S-PRF4</b> Students will recognize and extend simple number patterns.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-B: Like and Unlike</li><li>• TG: L02 (pp 15-21)</li><li>• TG: L03 (pp 21-26)</li><li>• TG: L06 (pp 43-49)</li><li>• TG: L09 (pp 75-82)</li></ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Together and Apart</li><li>• TG: L07-10 (pp 61-94)</li><li>• TG: Post Assessment (p 60)</li><li>• DMB: Up and Down</li><li>• TG: Post Assessment L13-17 (pp 99-101)</li><li>• TG: Unit Pre Assessment (pp xxii-xxix)</li><li>• DNC-A: Families and Facts</li><li>• TG: L01-04 (pp 5-40)</li><li>• TG: L08-09 (pp 77-96)</li><li>• TG: L11-12 (pp 105-118)</li><li>• TG: L18-19 (pp 173-190)</li><li>• DNC-B: Families and Facts</li><li>• TG: L04 (pp 41-50)</li><li>• TG: L05 (pp 51-62)</li></ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DAT: Collecting and Sorting</li><li>• TG: L02-10 (pp 11-92)</li><li>• TG: Post Assessment L01-04 (p 4)</li><li>• TG: Post Assessment L05-07 (p 36)</li></ul>	
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L08-10 (pp 60-62)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L14 (pp 115-122)</li> <li>• DNC-A: More and Less</li> <li>• TG: L04 (pp 31-40)</li> <li>• TG: L05 (pp 41-51)</li> <li>• TG: L11 (pp 115-124)</li> <li>• TG: L12 (pp 125-133)</li> <li>• TG: L17 (pp 183-191)</li> <li>• TG: L20-22 (pp 213-236)</li> <li>• DNC-B: More and Less</li> <li>• TG: L13-15 (pp 115-135)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L06 (pp 69-76)</li> <li>• TG: L08 (pp 87-96)</li> <li>• TG: L09 (pp 103-112)</li> <li>• TG: L12 (pp 135-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L03-05 (pp 32-34)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L09 (pp 91-100)</li> </ul>	
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<p><b>MA-P-AT-U-2</b> Students will understand that numerical patterns can be written as rules that generate the pattern.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: Post Assessment L08-10 (pp 60-62)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Post Assessment L18-20 (pp 198-199)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> </ul>	<p><b>MA-P-AT-S-PRF6</b> Students will use calculators to explore how constant addition produces a pattern and can be expressed as a rule for a pattern.</p> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L07-09 (pp 53-180)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L05 (pp 57-62)</li> <li>• TG: L06 (pp 69-76)</li> </ul>	<p><b>MA-EP-5.1.1</b> <b>Students will extend simple patterns (e.g., 2,4,6,8, ...; <math>\diamond \Delta \diamond \Delta \dots</math>).</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L01-10 (pp 5-76)</li> <li>• TG: Post Assessment L01-10 (p 54)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxiv)</li> <li>• DNC-A: Like and Unlike</li> <li>• TG: L02 (pp 11-18)</li> <li>• TG: L16-19 (pp 139-172)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L02 (pp 15-21)</li> <li>• TG: L03 (pp 21-26)</li> <li>• TG: L06 (pp 43-49)</li> <li>• TG: L09 (pp 75-82)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L01-10 (pp 5-94)</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Post Assessment L01-03 (p 4)</li> <li>• TG: Post Assessment L04-06 (p 30)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DMB: Up and Down</li> <li>• TG: Post Assessment L13-17 (pp 99-101)</li> <li>• TG: Unit Pre Assessment (pp xxii-xxix)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L01 -04(pp 5-40)</li> <li>• TG: L08-09 (pp 77-96)</li> <li>• TG: L11-12 (pp 105-118)</li> <li>• TG: L18-19 (pp 173-190)</li> </ul>
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		<ul style="list-style-type: none"> <li>• DNC-B: Families and Facts</li> <li>• TG: L04 (pp 41-50)</li> <li>• TG: L05 (pp 51-62)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L02-10 (pp 11-92)</li> <li>• TG: Post Assessment L01-04 (p 4)</li> <li>• TG: Post Assessment L05-07 (p 36)</li> <li>• TG: Post Assessment L08-10 (pp 60-62)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> <li>• DGL: Rows and Columns</li> <li>• TG: L14 (pp 115-122)</li> <li>• DNC-A: More and Less</li> <li>• TG: L04-05 (pp 31-51.)</li> <li>• TG: L11-12 (pp 115-133)</li> <li>• TG: L17 (pp 183-191)</li> <li>• TG: L20-22 (pp 213-236)</li> <li>• DNC-B: More and Less</li> <li>• TG: L13-15 (pp 115-135)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L03-09 (pp 35-112)</li> <li>• TG: L12 (pp 135-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L03-05 (pp 32-34)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L09 (pp 91-100)</li> </ul>
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<p><b>MA-P-AT-U-3</b> Students will understand that algebra represents mathematical situations and structures for analysis and problem solving (e.g., finding the missing value in open sentences).</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-09 (pp 49-96)</li> <li>• TG: L11 (pp 105-110)</li> <li>• TG: L12 (pp 111-118)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-10 (pp 5-105)</li> <li>• TG: L13 (pp 135-144)</li> <li>• TG: L15 (pp 157-165)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04 (pp 37-44)</li> <li>• TG: L08 (pp 69-77)</li> <li>• TG: L10 (pp 89-93)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L03-05 (pp 33-60)</li> <li>• TG: L25-2 (pp 251-285)</li> </ul>	<p><b>MA-P-AT-S-VE01</b> Students will explore unknowns and open sentences to express relationships.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-09 (pp 49-96)</li> <li>• TG: L11-12 (pp 105-118)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-10 (pp 5-105)</li> <li>• TG: L13 (pp 135-144)</li> <li>• TG: L15 (pp 157-165)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04 (pp 37-44)</li> <li>• TG: L08 (pp 69-77)</li> <li>• TG: L10 (pp 89-93)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L03-05 (pp 33-60)</li> <li>• TG: L25-28 (pp 251-285)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	<p><b>MA-EP-5.3.1</b> <b>Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., <math>2 + ? = 7</math>, <math>\_\_ &lt; 6</math>) and apply simple number sentences to solve mathematical and real-world problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L19 (pp 167-172)</li> <li>• TG: L20 (pp 173-179)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• TG: Post Assessment L13-15 (pp 141-144)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-12 (pp 49-118)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-10 (pp 5-105)</li> <li>• TG: L13 (pp 135-144)</li> <li>• TG: L15 (pp 157-165)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• DNC-B: More and Less</li> </ul>
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<ul style="list-style-type: none"> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	<p><b>MA-P-AT-S-E11</b> Students will solve simple equations (e.g., <math>1 + 1 = [ ]</math>; <math>[ ] - 2 = 7</math>).</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-09 (pp 49-96)</li> <li>• TG: L11-12 (pp 105-118)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-10 (pp 5-105)</li> <li>• TG: L13 (pp 135-144)</li> <li>• TG: L15 (pp 157-165)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04 (pp 37-44)</li> <li>• TG: L08 (pp 69-77)</li> <li>• TG: L10 (pp 89-93)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L03-05 (pp 33-60)</li> <li>• TG: L25-28 (pp 251-285)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	<ul style="list-style-type: none"> <li>• TG: L04 (pp 37-44)</li> <li>• TG: L08 (pp 69-77)</li> <li>• TG: L10 (pp 89-93)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L03-05 (pp 33-60)</li> <li>• TG: L25-28 (pp 251-285)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>
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	<p><b>MA-P-AT-S-EI2</b> Students will solve simple inequalities (e.g., <math>[ ] &lt; 6</math>).</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"><li>• DGL: Towers and Trails</li><li>• TG: L15 (pp 113-118)</li><li>• DNC-A: Like and Unlike</li><li>• TG: L02 (pp 11-18)</li><li>• TG: L04-09 (pp 27-71)</li><li>• TG: L12 (pp 101-108)</li><li>• TG: Post Assessment L09-12 (pp 109-111)</li></ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-A: Families and Facts</li><li>• TG: L22 (pp 209-217)</li></ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DMB: Large and Small</li><li>• TG: L16 (pp 141-146)</li><li>• TG: L17 (pp 147-154)</li><li>• DNC-A: More and Less</li><li>• TG: L13 (pp 135-144)</li><li>• TG: L15 (pp 157-165)</li></ul>	
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	<p><b>MA-P-AT-S-EI3</b> Students will solve for unknowns in simple open sentences.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-A: Families and Facts</li><li>• TG: L05-09 (pp 49-96)</li><li>• TG: L11-12 (pp 105-118)</li><li>• TG: Post Assessment L05-L12 (pp 119-122)</li><li>• TG: Post Assessment L13-L17 (pp 167-168)</li></ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-A: More and Less</li><li>• TG: L01-10 (pp 5-105)</li><li>• TG: L13 (pp 135-144)</li><li>• TG: L15 (pp 157-165)</li><li>• TG: Post Assessment L01-05 (pp 52-54)</li><li>• TG: Post Assessment L06-10 (pp 106-109)</li><li>• DNC-B: More and Less</li><li>• TG: L04 (pp 37-44)</li><li>• TG: L08 (pp 69-77)</li><li>• TG: L10 (pp 89-93)</li></ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"><li>• DNC-A: Ordering and Arranging</li><li>• TG: L03-05 (pp 33-60)</li><li>• TG: L25-28 (pp 251-285)</li><li>• TG: Post Assessment L01-08 (pp 84-86)</li></ul>	
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	<p><b>MA-P-AT-S-EI5</b> Students will use manipulatives, numbers and/or symbols to model real-world situations with simple number sentences.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L18-20 (pp 159-179)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L13-15 (pp 119-140)</li> <li>• TG: Post Assessment L13-15 (pp 141-144)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-09 (pp 49-96)</li> <li>• TG: L13 (pp 127-134)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L10-14 (pp 107-144)</li> <li>• TG: Post Assessment L08-14 (pp 145-146)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-07 (pp 5-78)</li> <li>• TG: L10-12 (pp 97-133)</li> <li>• TG: L18-22 (pp 193-236)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04-10 (pp 37-44)</li> <li>• TG: L16 (pp 137-142)</li> <li>• TG: Post Assessment L04-10 (pp 94-96)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04-08 (pp 47-83)</li> <li>• TG: L16-30 (pp 161-301)</li> <li>• TG: Post Assessment L15-24 (pp 244-246)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> </ul>	
<p><b>MA-P-AT-U-4</b> Students will understand that real-world situations can be represented using mathematical models to analyze quantitative relationships.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Rhythm and Design</li> <li>• TG: L09 (pp 67-72)</li> <li>• TG: L10 (pp 73-76)</li> <li>• TG: L12 (pp 87-92)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L15 (pp 135-140)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L05-10 (pp 41-94)</li> <li>• TG: Post Assessment (p 60)</li> </ul>	<p><b>MA-P-AT-S-VEO2</b> Students will create stories about mathematical sentences with missing values.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L09 (pp 87-96)</li> </ul> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L13 (pp 115-120)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04 (pp 47-50)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	<p><b>MA-EP-5.3.1</b> <b>Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., <math>2 + ? = 7</math>, <math>\_\_\_ &lt; 6</math>) and apply simple number sentences to solve mathematical and real-world problems.</b></p> <p align="right"><b>DOK 2</b></p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L19 (pp 167-172)</li> <li>• TG: L20 (pp 173-179)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• TG: Post Assessment L13-15 (pp 141-144)</li> </ul>

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<ul style="list-style-type: none"> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> <li>• DMB: Up and Down</li> <li>• TG: L12 (pp 89-94)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L07 (pp 69-76)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: L02 (pp 11-16)</li> <li>• TG: L10 (pp 81-92)</li> <li>• DNC-A: More and Less</li> <li>• TG: L11 (pp 115-124)</li> <li>• TG: L12 (pp 125-133)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L03 (pp 35-44)</li> <li>• TG: L11 (pp 123-134)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L08 (pp 77-83)</li> <li>• TG: L19 (pp 191-198)</li> <li>• TG: L22 (pp 217-224)</li> <li>• TG: L24 (pp 237-243)</li> <li>• TG: L29 (pp 285-294)</li> <li>• TG: L30 (pp 295-301)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> <li>• DNC-B: Ordering and Arranging</li> <li>• TG: L11 (pp 105-111)</li> <li>• TG: L12 (pp 113-119)</li> <li>• TG: Post Assessment L08-12 (pp 120-121)</li> </ul>	<p><b>MA-P-AT-S-EI4</b> Students will read and create story problems to represent mathematical sentences with missing values.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L09 (pp 87-96)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-B: More and Less</li> <li>• TG: L13 (pp 115-120)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04 (pp 47-50)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>	<p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-12 (pp 49-118)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-10 (pp 5-105)</li> <li>• TG: L13 (pp 135-144)</li> <li>• TG: L15 (pp 157-165)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04 (pp 37-44)</li> <li>• TG: L08 (pp 69-77)</li> <li>• TG: L10 (pp 89-93)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L03-05 (pp 33-60)</li> <li>• TG: L25-28 (pp 251-285)</li> <li>• TG: Post Assessment L01-08 (pp 84-86)</li> </ul>
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DAT=Developing Algebraic Thinking  
DGL=Developing Geometric Logic

DMB=Developing Measurement Benchmarks  
DNC-A=Developing Number Concepts Module A, DNC-B=Module B

**Correlation of Math Out of Box<sup>®</sup> to  
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<p><b>MA-P-AT-U-5</b> Students will understand that functions are used to analyze change in various contexts and model real-world phenomena.</p> <p><b><u>Kindergarten Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: Like and Unlike</li> <li>• TG: L18-20 (pp 159-179)</li> <li>• TG: Post Assessment L10-15 (pp 130-133)</li> <li>• TG: Post Assessment L16-20 (pp 180-182)</li> <li>• DNC-B: Like and Unlike</li> <li>• TG: L13-15 (pp 119-140)</li> <li>• TG: Post Assessment L13-15 (pp 141-144)</li> </ul> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L08 (pp 71-78)</li> <li>• DNC-A: Families and Facts</li> <li>• TG: L05-09 (pp 49-96)</li> <li>• TG: L13 (pp 127-134)</li> <li>• TG: Post Assessment L05-L12 (pp 119-122)</li> <li>• TG: Post Assessment L13-L17 (pp 167-168)</li> <li>• DNC-B: Families and Facts</li> <li>• TG: L10-14 (pp 107-144)</li> <li>• TG: Post Assessment L08-14 (pp 145-146)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DNC-A: More and Less</li> <li>• TG: L01-07 (pp 5-78)</li> <li>• TG: L10-12 (pp 97-133)</li> </ul>	<p><b>MA-P-AT-S-PRF5</b> Students will explore input-output machines (e.g., function machines) and solve simple function machine tasks.</p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L08 (pp 71-78)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L07 (pp 77-86)</li> <li>• TG: L09-12 (pp 103-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> </ul>	<p><b>MA-EP-5.1.2</b> <b>Students will describe functions (input-output) through pictures and words.</b> <b style="text-align: right;">DOK 2</b></p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: Post Assessment (p 60)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxx)</li> </ul> <p><b><u>2<sup>nd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Collecting and Sorting</li> <li>• TG: Post Assessment L08-10 (pp 60-62)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxiii)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Post Assessment L06-08 (pp 66-67)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> </ul> <p><i>MA-EP-5.1.3</i> <i>Students will determine the value of an output</i></p>
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<ul style="list-style-type: none"> <li>• TG: L18-22 (pp 193-236)</li> <li>• TG: Post Assessment L01-05 (pp 52-54)</li> <li>• TG: Post Assessment L06-10 (pp 106-109)</li> <li>• TG: Post Assessment L11-16 (pp 174-177)</li> <li>• TG: Post Assessment L17-22 (pp 237-241)</li> <li>• DNC-B: More and Less</li> <li>• TG: L04-10 (pp 37-93)</li> <li>• TG: L16 (pp 137-142)</li> <li>• TG: Post Assessment L04-10 (pp 94-96)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L07 (pp 77-86)</li> <li>• TG: L09-12 (pp 103-134)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> <li>• DNC-A: Ordering and Arranging</li> <li>• TG: L04-08 (pp 47-83)</li> <li>• TG: L16-30 (pp 161-301)</li> <li>• TG: Post Assessment L15-24 (pp 244-246)</li> <li>• TG: Post Assessment L25-30 (pp 302-304)</li> </ul>	<p><i>given a function rule and an input value.</i></p> <p><b><u>1<sup>st</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Together and Apart</li> <li>• TG: L08 (pp 71-78)</li> </ul> <p><b><u>3<sup>rd</sup> Grade Set</u></b></p> <ul style="list-style-type: none"> <li>• DAT: Plotting and Growing</li> <li>• TG: L07-12 (pp 77-142)</li> <li>• TG: Post Assessment (pp 100-101)</li> <li>• TG: Unit Pre Assessment (pp xxiv-xxxviii)</li> </ul>
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