

Grade K		
Numbers and Operations		
GLE	Key Content & Skills	Common Benchmark Assessments
<p>M:N&O:K:1 Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (1/2) as “fair share” (i.e., equal sized parts or sets) using models, explanations, or other representations.</p>	<p>Rational Numbers Whole Numbers 0 to 12 Benchmark Fractions: 1/2 Types of Fractions: Positive fractional numbers – only 1/2 Activities Investigations, models, representations, number lines</p>	<p>Envision Teacher Edition</p>
<p>M:N&O:K:2 Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using “1 more” or “1 less”; that connect numbers orally and written as numerals to the quantities that they represent using models, representations, or number lines.</p>	<p>Range 0-20 Type of Numbers Whole numbers Comparisons 1 more or 1 less Benchmarks 5,10 Connecting -Oral numbers to written numerals to quantities -One to one correspondence Activity Investigations, models, representations, number lines</p>	<p>Envision Teacher Edition Topic 12 Page 233, 233A, 233B</p>
<p>M:N&O:K:3 Demonstrates conceptual understanding of mathematical operations through investigations involving addition and subtraction of whole numbers (from 0 to 10) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers. (See Appendix A.)</p>	<p>Operations Addition and Subtraction of Whole Numbers 0-10 Activities Investigations, problem solving joining, separating, part-whole relationships and comparison situations; and addition of multiple one digit whole numbers</p>	
<p>M(N&O)–K–5 Demonstrates understanding of monetary value through investigation involving knowing the names and values for coins (penny, nickel and dime).</p>	<p>Names and values of coins – penny, nickel and dime Activities: Through investigations</p>	

Highlighted Boxes are Power Standards

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Numbers and Operations		
GLE	Key Content & Skills	Common Benchmark Assessments
<p>M(N&O)–K–6 Mentally adds and subtracts whole numbers by naming the number that is one more or one less than the original number. (IMPORTANT: <i>The intent of this GLE is to embed mental arithmetic throughout the instructional program, not to teach it as a separate unit.</i>)</p>	<p>Mental operations Adding and subtracting Types of numbers Whole numbers Strategies 1 more 1 less than the original number</p>	
<p>M(N&O)–K–7 Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are counted (e.g., A student estimates the number of pennies in a jar as 20. Then the student counts the first 10 and makes another estimate based on those that have been counted and those that remain in the jar.). (IMPORTANT: <i>Estimation should be imbedded instructionally throughout all strands.</i>)</p>	<p>Activity Estimate number of objects in a set (up to 20) by making and revising estimates as objects are counted (e.g., Estimates the number of pennies in a jar as 20 then after counting 10 revises the estimate by what was counted and what remains.</p>	

Grade K		
Geometry and Measurement		
GLE	Key Content & Skills	Common Benchmark Assessments
M(G&M)–K–1 Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.	<p>Types of figures Polygons-triangles, squares, rectangles, rhombi, trapezoids, and hexagons or objects</p> <p>Activities or Strategies for sorting, classifying, identifying, describing and distinguishing geometric shapes Recognizes, names, and builds polygons and circles in the environment</p> <p>Attributes or Properties to Emphasize One; non-measurable or measurable</p>	Envision – Teacher Edition Topic 7 Geometry Pages: 133A, 133B, 133C
M(G&M)–K–7 Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.	<p>Activities or Strategies to emphasize -Uses comparative language to describe and compare attributes of objects -Compares objects visually and with direct comparison</p> <p>Length Longer, shorter, Taller, shorter (height)</p> <p>Temperature Warmer, cooler</p> <p>Capacity More, less</p> <p>Weight Heavier, lighter</p>	Envision Teacher Edition Pages: 133A, 133B, 133C
M(G&M)–K–8 Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).	<p>Activities and Strategies to Emphasize -Time as it relates to calendar patterns -Sequence the events in a day -Identifies a clock and calendar as measurement tools</p> <p>Units of time to emphasize Days of the week, yesterday, today, and tomorrow; months of year</p>	

<p>M(G&M)–K–9 Demonstrates understanding of spatial relationships using location and position by using positional words to locate and describe where an object is found in the environment.</p>	<p>How to demonstrate understanding of location and position Uses positional words to locate and describe where an object is found Contexts to Emphasize In the environment</p>	
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Grade K		
Functions and Algebra		
GLE	Key Content & Skills	Common Benchmark Assessments
M(F&A)–K–1 I Identifies and extends to specific cases a variety of patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats (e.g., an abb pattern can be represented as snap, clap, clap or red, yellow, yellow) or by identifying number patterns in the environment.	Types of Patterns to emphasize Shapes, sounds, movement, colors, and letters How the pattern is represented Shapes, sounds, movement, colors, and letters How to identify (recognize) and extend patterns -Extend pattern to the next one, two or three elements or by translating AB patterns across formats -Number patterns in the environment	Envision Teacher Edition Topic 3 Pages: 47, 47A

Grade K		
Data, Statistics and Probability		
GLE	Key Content & Skills	Common Benchmark Assessments
M(DSP)–K–1 Interprets a given representation created by the class (models and tally charts) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers. (IMPORTANT: <i>Analyzes data consistent with concepts and skills in M(DSP)–K–2.</i>)	Types of data representations Models and tally charts Analyze data to form conclusions Answers questions with words or diagrams Activities Students generate data based on surveys	
M(DSP)–K–2 Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal (e.g., Have there been more, less, or the same number of cloudy days compared to sunny days this week?).	Analysis Tools More, less, or equal	

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