

**CCSSM Curriculum Analysis Tool 1—Number and Operations in Base Ten for Grades K-2**

**Name of Reviewer** \_\_\_\_\_ **School/District** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Curriculum Materials** \_\_\_\_\_ **Publication Date** \_\_\_\_\_ **Grade Level(s)** \_\_\_\_\_

<p><b>Content Coverage Rubric (Cont)</b>                  Not Found (N) - The mathematics content was not found.                  Low (L) - Major gaps in the mathematics content were found.                  Marginal (M) - Gaps in the content, as described in the Standards, were found and these gaps may not be easily filled.                  Acceptable (A) - Few gaps in the content, as described in the Standards, were found and these gaps may be easily filled.                  High (H) - The content was fully formed as described in the Standards.</p>	<p><b>Balance of Mathematical Understanding and Procedural Skills Rubric (Bal):</b>                  Not Found (N) - The content was not found.                  Low (L) - The content was not developed or developed superficially.                  Marginal (M) - The content was found and focused primarily on procedural skills and minimally on mathematical understanding, or ignored procedural skills.                  Acceptable (A) -The content was developed with a balance of mathematical understanding and procedural skills consistent with the Standards, but the connections between the two were not developed.                  High (H) - The content was developed with a balance of mathematical understanding and procedural skills consistent with the Standards, and the connections between the two were developed.</p>
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CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.NBT/CC Counting and Cardinality/ Number and Operations in Base Ten	Chap. Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	1.NBT Number and Operations in Base Ten	Chap. Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	2.NBT Number and Operations in Base Ten	Chap. Pages	Cont N-L-M-A-H	Bal N-L-M-A-H
	<b>Work with numbers 11-19 to gain foundations for place value</b>					<b>Understand place value</b>					<b>Understand place value.</b>
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1. M3L2, 4; M4L2; M5L4, 5; M6L3, 4; M7L3, 4, 5, 6			2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	2. U3L1, 2, 4, 5, 6; U5L1, 2, 3, 4, 5; U7L1, 2, 3; U9L3, 4, 5, 6, 7; U10L1, 2, 3, 4, 5, 6, 7, 8; U11L2, 3, 4; U17L1, 2, 3, 4  a. U3L5; U5L2, 4, 5; U7L1, 2, 3; U9L5, 6, 7; U10L1, 2, 3, 4, 5, 6, 7, 8; U11L3, 4; U17L1, 2, 3, 4  b. U3L6; U5L4, 5; U7L1, 2, 3; U9L5, 6, 7; Unit10L1, 2, 3, 4, 5, 6, 7, 8  c. U7L1, 2, 3; U9L5, 6, 7; U10L1, 2, 3, 4, 5,			1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	1. U2L1, 2, 4, 5; U3L1, 2, 3, 4, 5, 6, 7, 8, 9; U5L3, 4, 6; U6L2, 3, 4, 6, 7; U7L1, 2, 3, 4, 5, 6, 7; U9L2, 4, 5, 6, 7, 8; U14L1, 2, 3, 5, 6  a. U2L4, 5; U3L5, 6, 7, 8, 9; U5L3, 4, 6; U6L2, 3, 4, 6, 7; U7L1, 2, 3, 4, 5, 6, 7; U9L2, 4, 5, 6, 7, 8; U14L1, 2, 3, 5, 6  b. U2L4, 5; U3L5, 6, 7, 8, 9; U5L3, 4, 6; U6L2, 3, 4, 6, 7; U7L1, 2, 3, 4, 5, 6, 7; U9L2, 4, 5, 6, 7, 8; U14L1, 2, 3, 5, 6		

					6, 7, 8; U11L2, 3, 4; U17L1, 2, 3, 4						
<b>Counting and Cardinality</b>				<b>Extend the counting sequence</b>				<b>Understand place value</b>			
1. Count to 100 by ones and tens 2. Count forward beginning from a given number within the known sequence. 3. Write number from 0 to 20. Represent a number of objects with a written numeral 0-20.	2. M1L3; M3L1; M4L2; M5L3, 4, 5; M6L4; M9L1  2. M1L2; M3L1, 3, 4; M4L1, 2; M6L4; M7L6  3. M1L1, 2, 3; M2L1, 2, 3; M3L1, 2, 3, 4; M4L2; M5L4; M6L3, 4; M7L2, 5, 6; M8L1, 2; M9L3			1. Count to 120, starting at any number less than 120. In this range read and write numerals and represent a number of objects with a written numeral.	1. U1L1, 2, 4, 5, 6; U3L1, 2, 4, 5, 6; U4L1, 2, 3, 4, 5; U5L1, 2, 3, 4, 5; U7L1, 2, 3; U8L1, 2, 3, 4; U9L1; U10L1, 2, 3, 4, 5, 6, 7, 8; U11L2, 3, 5; U17L1, 2, 3, 4, 5			2. Count within 1000; skip count by 5s, 10s, 100s. 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2. U5L3, 4, 5, 6; U6L2, 3, 4, 6, 7; U7L2, 3, 4, 5, 6, 7, 8; U8L2, 3, 4, 5; U9L5, 6, 7, 8, 9; U10L1, 3, 4, 5, 6; U11L1, 2, 3, 5; U14L1, 2, 5, 6  3. U2L2, 4, 5; U5L2, 3, 4, 5, 6; U6L2, 3, 4, 6, 7		

**CCSSM Curriculum Analysis Tool 1—Number and Operations in Base Ten for Grades K-2**

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
<b>K.NBT/CC Counting and Cardinality/ Number and Operations in Base Ten</b>	Chap. Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	<b>1.NBT Number and Operations in Base Ten</b>	Chap. Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	<b>2.NBT Number and Operations in Base Ten</b>	Chap. Pages	Cont N-L-M-A-H	Bal N-L-M-A-H
<b>Work with numbers 11-19 to gain foundations for place value</b>				<b>Understand place value</b>				<b>Understand place value.</b>			
4. Identify whether a number of objects is one group is greater than, less than, or equal to the number of objects in another group. 5. Compare two numbers between 1 and 10 presented as written numerals.	4. M1L1, 2, 3, 4; M2L3; M3L1, 2, 3, 4; M5L1, 4, 5; M6L3; M8L3, 4; M9L1  5. M2L3; M3L2, 3; M5L1, 4, 5; M6L3; M7L3, 4, 5; M8L2, 3, 4; M9L1			3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	3. U7L2, 3, 4, 5; U8L1, 2, 3, 5; U10L2, 3, 5, 6, 7, 8; U17L1, 2, 3, 4			4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	4. U2L2, 4; U4L1, 2, 3, 4, 6; U6L5, 7; U7L1; U8L1, 2, 3, 4, 5; U11L2, 4, 5; U14L1		
Notes/Examples											

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**Name of Reviewer** \_\_\_\_\_ **School/District** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Curriculum Materials** \_\_\_\_\_ **Publication Date** \_\_\_\_\_ **Grade Level(s)** \_\_\_\_\_

<p><b>Content Coverage Rubric (Cont):</b>                  Not Found (N) - The mathematics content was not found.                  Low (L) - Major gaps in the mathematics content were found.                  Marginal (M) - Gaps in the content, as described in the Standards, were found and these gaps may not be easily filled.                  Acceptable (A) - Few gaps in the content, as described in the Standards, were found and these gaps may be easily filled.                  High (H) - The content was fully formed as described in the Standards.</p>	<p><b>Balance of Mathematical Understanding and Procedural Skills Rubric (Bal):</b>                  Not Found (N) - The content was not found.                  Low (L) - The content was not developed or developed superficially.                  Marginal (M) - The content was found and focused primarily on procedural skills and minimally on mathematical understanding, or ignored procedural skills.                  Acceptable (A) -The content was developed with a balance of mathematical understanding and procedural skills consistent with the Standards, but the connections between the two were not developed.                  High (H) - The content was developed with a balance of mathematical understanding and procedural skills consistent with the Standards, and the connections between the two were developed.</p>
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CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.NBT Number and Operations in Base Ten	Chap.Pages	Cont		1.NBT Number and Operations in Base Ten	Chap.Pages	Cont		2.NBT Number and Operations in Base Ten	Chap.Pages	Cont	
		N-L-M-A-H	N-L-M-A-H			N-L-M-A-H	N-L-M-A-H			N-L-M-A-H	N-L-M-A-H
				Use place value understanding and properties of operations to add and subtract				Use place value understanding and properties of operations to add and subtract			
				4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	4. U10 L1, 2, 3, 4, 5, 6, 7, 8; U14L2, 3, 4, 5, 6; U171, 2, 3, 4, 5			5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds	5. U3L3, 4; U8L2, 3, 4, 5; U10L1, 2, 3, 4, 5, 6; U11L4, 5 6. U7L2, 3, 4, 5, 6, 7, 8; U9L2, 3, 4, 5, 6, 7, 8, 9; U14L3, 4, 5, 6 7. U3L1, 2, 3, 4, 5, 6, 7, 8, 9; U7L2, 3, 4, 5, 6; U8L2, 3, 4, 5; U9L2, 4, 5, 7, 8; U10L1, 2, 3, 4, 5, 6; U14L1, 2, 3, 5, 6		

								and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.			
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**CCSSM Curriculum Analysis Tool 1—Number and Operations in Base Ten for Grades K-2**

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
				<b>Use place value understanding and properties of operations to add and subtract</b>				<b>Use place value understanding and properties of operations to add and subtract</b>			
				5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	5. U10L1, 2, 3, 4, 5, 6, 7, 8; U11L5; U17L1, 2, 3, 4, 5			8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	8. U3L2, 3, 4, 6; U7L1, 2, 3, 4, 5, 6, 7, 8; U9L2, 3, 4, 5, 6, 7, 8, 9; U11L4, 5; U14L2, 3, 4, 5, 6		
				6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	6. U11L5; U17L4, 5			9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	9. U7L1, 2, 3, 4, 5, 6, 7, 8; U9L2, 3, 4, 5, 6, 7, 8, 9; U10L3; U14L2, 3, 4, 5, 6		

Notes/Examples

**CCSSM Curriculum Analysis Tool 1—Number and Operations in Base Ten for Grades K-2**

**Overall Impressions:**

1. What are your overall impressions of the curriculum materials examined?
2. What are the strengths and weaknesses of the materials you examined?

**Standards Alignment:**

3. Have you identified gaps within this domain? What are they? If so, can these gaps be realistically addressed through supplementation?
4. Within grade levels, do the curriculum materials provide sufficient experiences to support student learning within this standard?
5. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards?

**Balance between Mathematical Understanding and Procedural Skills:**

6. Do the curriculum materials support the development of students' mathematical understanding?
7. Do the curriculum materials support the development of students' proficiency with procedural skills?
8. Do the curriculum materials assist students in building connections between mathematical understanding and procedural skills?
9. To what extent do the curriculum materials provide a balanced focus on mathematical understanding and procedural skills?
10. Do student activities build on each other within and across grades in a logical way that supports mathematical understanding and procedural skills?

**CCSSM Curriculum Analysis Tool 1—Operations and Algebraic Thinking for Grades K-2**

**Name of Reviewer** \_\_\_\_\_ **School/District** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Curriculum Materials** \_\_\_\_\_ **Publication Date** \_\_\_\_\_ **Grade Level(s)** \_\_\_\_\_

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CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.OA Operations and Algebraic Thinking	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	1.OA Operations and Algebraic Thinking	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	2.OA Operations and Algebraic Thinking	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H
<b>Understand addition as putting together and adding to, and subtraction as taking apart and taking from</b>				<b>Represent and solve problems involving addition and subtraction</b>				<b>Represent and solve problems involving addition and subtraction</b>			
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2. M1L2, 4; M2L4; M3L3, 4; M4L1, 2; M5L1, 2, 5; M6L1; M7L2, 5, 6; M8L2, 3, 4; M9L1, 3			1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions e.g., by using objects, drawings, and equations with a symbol for the unknown number. <i>Common addition and subtraction situations. Adding To or Taking From situations with result unknown, change unknown, and start unknown. Put Together/ Take Apart with total unknown, added unknown or both addends unknown.</i> 2. Solve word problems that call for addition of three whole numbers whose sum ≤ 20.	1. U3L4, 5, 7; U4L2, 3, 4, 5; U6L1, 2, 3, 4, 5, 6, 7, 8; U11L2, 3, 4, 5, 7, 8; U12L1, 2, 3, 4, 5, 6, 7, 8, 9, 10; U13L1, 3, 4; U14L2, 4, 5, 6  2. U3L4, 5, 7; U4L2, 3, 4, 5; U5L5; U11L2, 3, 4, 5, 7, 8; U12L1, 2, 3, 4, 6, 7, 8, 9, 10; U13L1, 3, 4			1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 1 Add and subtract within 20. 3. Determine whether a group of objects (up to 20) has an odd or even number of members. Write an equation to express the total as a sum of equal addends.	1. U1L1, 2, 3, 4, 5, 6, 7, 8, 9; U2L3, 5; U3L1, 2, 3, 4, 5, 6, 7, 8, 9; U7L2, 3, 4, 5, 6, 7, 8; U8L2, 4, 5; U9L1, 2, 3, 4, 5, 6, 7, 8, 9; U10L2, 3, 4, 5, 6; U11L2, 3, 4, 5; U12L1, 2, 3, 4, 5, 6; U14L3, 4, 5, 6; U15L2, 3  3. U11L1, 2, 3, 5; U12L1; U15L2, 3		

**CCSSM Curriculum Analysis Tool 1—Operations and Algebraic Thinking for Grades K-2**

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
Understand addition as putting together and adding to, and subtraction as taking apart and taking from.	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	Understand and apply properties of operations and the relationship between addition and subtraction	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H		Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ) 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	1. M3L4; M4L1, 2; M5L1, 2, 5; M6L1; M7L2, 5, 6; M8L1, 2, 3, 4; M9L1, 3  3. M2L1, 3; M3L2, 3, 4; M4L1, 2; M5L2, 5; M7L2; M8L1, 3, 4  4. M3L2, 4; M4L1, 2; M5L1, 2; M7L2; M8L1, 3			3. Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) 4. Understand subtraction as an unknown-addend problem.	3. U6L1, 2, 3, 4, 5, 6, 7, 8, 9; U12L1, 3, 4, 5, 6, 7, 8, 9, 10; U17L4, 5  4. U12L1, 6, 7, 8, 9, 10; U17L4, 5			4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	4. U8L2, 4, 5; U10L1, 2, 3, 4, 5, 6; U12L1, 2, 3, 4, 5, 6		
				<b>Add and subtract within 20</b>				<b>Add and subtract within 20</b>			
5. Fluently add and subtract within 5.	5. M3L3; M4L2; M5L2, 5; M6L1; M7L2, 5, 6;			5. Relate counting to addition and subtraction. 6. Add and subtract within 20,	5. U3L2, 4, 5; U4L2, 3, 4, 5; U5L2, 3, 4; U7L1, 2, 3; U8L4;			2. Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit	2. U1L1, 3, 4, 5, 6, 7, 8, 9; U3L2, 3, 4, 6; U9L1; U12L1, 2, 3,		



	M8L1, 3, 4; M9L1			demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number; or using the relationship between addition and subtraction.	U9L3, 4, 5, 6, 7; U11L3, 4; U17L4, 5  6. U3L2, 4, 5, 7; U4L2, 3, 4, 5; U5L2, 3, 4; U6L1, 2, 3, 4, 5, 6, 7, 9; U7L1, 2, 3; U9L2; U12L1, 3, 4, 5, 6, 7, 8, 9, 10; U17L5			numbers.	4, 5, 6; U14L3, 5		
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Notes/Examples:

**CCSSM Curriculum Analysis Tool 1—Operations and Algebraic Thinking for Grades K-2**

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
	Chap.Pages	Cont N-L-M- A-H	Bal N-L-M- A-H	Represent and solve problems involving addition and subtraction	Chap.Pages	Cont N-L-M- A-H	Bal N-L-M- A-H	Represent and solve problems involving addition and subtraction	Chap.Pages	Cont N-L-M- A-H	Bal N-L-M- A-H
2. Solve addition and subtraction word problems, and add and subtract within 10.	2. M1L2, 4; M2L4; M3L3, 4; M4L1, 2; M5L1, 2, 5; M6L1; M7L2, 5, 6; M8L2, 3, 4; M9L1, 3			1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	1. U3L4, 5, 7; U4L2, 3, 4, 5; U6L1, 2, 3, 4, 5, 6, 7, 8; U11L2, 3, 4, 5, 7, 8; U12L1, 2, 3, 4, 5, 6, 7, 8, 9, 10; U13L1, 3, 4; U14L2, 4, 5, 6  2. U3L4, 5, 7; U4L2, 3, 4, 5; U5L5; U11L2, 3, 4, 5, 7, 8; U12L1, 2, 3, 4, 6, 7, 8, 9, 10			1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.	1. U1L1, 2, 3, 4, 5, 6, 7, 8, 9; U2L3, 5; U3L1, 2, 3, 4, 5, 6, 7, 8, 9; U7L2, 3, 4, 5, 6, 7, 8; U8L2, 4, 5; U9L1, 2, 3, 4, 5, 6, 7, 8, 9; U10L2, 3, 4, 5, 6; U11L2, 3, 4, 5; U12L1, 2, 3, 4, 5, 6; U14L3, 4, 5, 6; U15L2, 3		

					U13L1, 3, 4						
				<b>Work with addition and subtraction equations</b>							
				7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i>	7. U4L2, 3, 4, 5 U6L3, 4, 6, 7, 9; U9L2; U12L1, 6, 7, 8, 9, 10						
				8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	8. U6L3, 4, 6, 7, 9; U9L2; U12L1, 6, 7, 8, 9, 10						

**Notes/Examples:**

**CCSSM Curriculum Analysis Tool 1—Operations and Algebraic Thinking for Grades K-2**

**Overall Impressions:**

1. What are your overall impressions of the curriculum materials examined?
2. What are the strengths and weaknesses of the materials you examined?

**Balance between Mathematical Understanding and Procedural Skills**

6. Do the curriculum materials support the development of students' mathematical understanding?
7. Do the curriculum materials support the development of students'

**Standards Alignment:**

3. Have you identified gaps within this domain? What are they? If so, can these gaps be realistically addressed through supplementation?
4. Within grade levels, do the curriculum materials provide sufficient experiences to support student learning within this standard?
5. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards?

- proficiency with procedural skills?
8. Do the curriculum materials assist students in building connections between mathematical understanding and procedural skills?
  9. To what extent do the curriculum materials provide a balanced focus on mathematical understanding and procedural skills?
  10. Do student activities build on each other within and across grades in a logical way that supports mathematical understanding and procedural skills?



**CCSSM Curriculum Analysis Tool 1—Geometry for Grades K-2**

CCSSM Grade K			CCSSM Grade 1				CCSSM Grade 2				
Analyze, compare, create, and compose shapes	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	Reason with shapes and their attributes	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H	Reason with shapes and their attributes	Chap.Pages	Cont N-L-M-A-H	Bal N-L-M-A-H
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices “corners”) and other attributes (e.g., having sides of equal length).	4. M1L4; M4L3; M6L2; M7L1										
5. Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes.	5. M4L3; M6L2; M7L1										
6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	6. M4L3; M6L2; M7L1			2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	2. U2L3, 4, 5; U9L8; U15L1, 2, 3, 4, 5, 6; U16L2, 3			2. Partition a rectangle into rows and columns of the same-size squares and count to find the total number of them.	2. U10L1, 2, 3, 4, 5; U12L1, 2, 3, 4, 5, 6; U13L1, 3, 4, 5, 6, 7		

			<p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of or four of the shares. Understand that for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>3. U15L1, 2, 3, 4, 5, 6</p>		<p>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>3. U13L1, 2, 3, 4, 5, 6, 7</p>			
Notes/Examples										

**CCSSM Curriculum Analysis Tool 1—Geometry for Grades K-2**

**Overall Impressions:**

1. What are your overall impressions of the curriculum materials examined?
2. What are the strengths and weaknesses of the materials you examined?

**Standards Alignment:**

3. Have you identified gaps within this domain? What are they? If so, can these gaps be realistically addressed through supplementation?
4. Within grade levels, do the curriculum materials provide sufficient experiences to support student learning within this standard?
5. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards?

**Balance between Mathematical Understanding and Procedural Skills:**

6. Do the curriculum materials support the development of students' mathematical understanding?
  1. Do the curriculum materials support the development of students' proficiency with procedural skills?
  2. Do the curriculum materials assist students in building connections between mathematical understanding and procedural skills?
  3. To what extent do the curriculum materials provide a balanced focus on mathematical understanding and procedural skills?
  4. Do student activities build on each other within and across grades in a logical way that supports mathematical understanding and procedural skills?