



EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics
CCSSM Curriculum Materials Analysis Tool 1—Grades K-2

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

Name of Publisher Pearson Education, Inc., publishing as Scott Foresman

Title of Textbook Scott Foresman-Addison Wesley enVision MATH Copyright Date 2012 Grade Level(s) Kindergarten

Title of Textbook Scott Foresman-Addison Wesley enVision MATH Copyright Date 2012 Grade Level(s) Grade 1

Title of Textbook Scott Foresman-Addison Wesley enVision MATH Copyright Date 2012 Grade Level(s) Grade 2

<p>Content Coverage Rubric</p> <p>Not Found (N) - The mathematics content was not found.</p> <p>Marginal (M) - Gaps in the content, as described in the Standards, were found and these gaps may not be easily filled.</p> <p>Acceptable (A) - Few gaps in the content, as described in the Standards, were found and these gaps may easily be filled.</p> <p>High (H) - The content was fully formed as described in the Standards.</p>	<p>Balance of Mathematical Understanding and Procedural Skills Rubric:</p> <p>Not Found (N) - The content was not found.</p> <p>Marginal (M) - The content was found and focused primarily on procedural skills and minimally on mathematical understanding, or ignored procedural skills.</p> <p>Acceptable (A) - 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>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.CC/NBT Counting and Cardinality/ Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	1.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	2.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A
Know number names and the count sequence.	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Extend the counting sequence	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Understand place value	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

<p>1. Count to 100 by ones and tens.</p>	<p>SE/TE: Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120</p> <p>TE: Topic 6: 109A, 110A-110C, 113A, 114A-114C, 115A, 116A-116C, 117A, 118A-118C, 119A, 120A-120C</p>			<p>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.</p>	<p>SE/TE: Topic 7: 247-250, 251-254, 255-258, 259-262, 263-264</p> <p>TE: Topic 7: 247A, 250A-250B, 251A, 254A-254B, 255A, 258A-258B, 259A, 262A-262B</p>			<p>2. Count within 1000; skip count by 5s, 10s, 100s.</p>	<p>SE/TE: Topic 5: 135-138; Topic 6: 177-180; Topic 10: 297-300, 313-316, 317-320, 329-332</p> <p>TE: Topic 5: 135A, 138A-138B; Topic 6: 177A, 180A-180B; Topic 10: 297A, 300A-300B, 313A, 316A-316B, 317A, 320A-320B, 329A, 332A-332B</p>		
------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

<p>2. Count forward beginning from a given number within the known sequence.</p>	<p>SE/TE: Topic 4: 81-82, 83-84; Topic 5: 101-102; Topic 6: 109-110, 113-114, 117-118, 119-120</p> <p>TE: Topic 4: 81A, 82A-82C, 83A, 84A-84C; Topic 5: 101A, 102A-102C; Topic 6: 109A, 110A-110C, 113A, 114A-114C, 117A, 118A-118C, 119A, 120A-120C</p>						<p>3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>SE/TE: Topic 5: 123-126, 127-130, 151; Topic 10: 297-300, 301-304, 305-308, 309-312, 313-316, 333</p> <p>TE: Topic 5: 123A, 126A-126B, 127A, 130A-130B; Topic 10: 297A, 300A-300B, 301A, 304A-304B, 305A, 308A-308B, 309A, 312A-312B, 313A, 316A-316B</p>		
----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</p>	<p>SE/TE: Topic 1: 7 8, 13-14; Topic 2: 29-30, 31-32; Topic 3: 49-50, 53-54, 57-58; Topic 5: 93-94, 95-96, 97-98, 99, 100</p> <p>TE: Topic 1: 7A, 8A-8C, 13A, 14A- 14C; Topic 2: 29A, 30A-30C, 31A, 32A-32C; Topic 3: 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C</p>										
--------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.CC/NBT Counting and Cardinality/ Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	1.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	2.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A
Count to tell the number of objects	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>									
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	SE/TE: Topic 1: 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32, 35-36, 37-38, 39-40 Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56 TE: Topic 1: 5A, 6A-6C, 7A, 8A-8C, 9A, 10A-10C;13A, 14A-14C; Topic 2: 31A, 32A-32C, 35A, 36A-36B, 37A, 38A-38C, 39A, 40A-40C; Topic 3: 49A, 50A-50C, 53A, 54A-54C, 55A, 56A-56C			No standards were listed in this cell for alignment	N/S	N/S	N/S	No standards were listed in this cell for alignment	N/S	N/S	N/S

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

<p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>SE/TE: Topic 1: 34, 9-10; Topic 3: 47-48, 51-52, 55-56 TE: Topic 1: 3A, 4A-4C, 9A, 10A-10C; Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C</p>										
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

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

<p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>SE/TE: Topic 1: 5 6, 11-12, 15-16; Topic 2: 39-40; Topic 3: 47-48, 51-52, 55-56, 59- 60; Topic 5: 93- 94, 95-96, 97- 98, 99-100; Topic 6: 109-110</p> <p>TE: Topic 1: 5A, 6A-6C, 11A, 12A- 12C, Topic 2: 39A, 40A-40C; Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, 59A, 60A-60C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A- 100C; Topic 6: 109A, 110A- 110C</p>										
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

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

<p>c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p>SE/TE: Topic 2: 35-36, 37-38, 39-40; Topic 3: 59-60; Topic 4: 81-82; Topic 6: 113-114</p> <p>TE: Topic 2; 35A, 36A-36C, 38A-38C, 40A-40C; Topic 3: 59A, 60A-60C; Topic 4: 81A, 82A-82C</p>										
------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

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

<p>5. Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>SE/TE: Topic 1: 56, 11-12, 15-16; Topic 2: 31-32; Topic 3: 47-48, 51-52, 55-56, 59-60; Topic 6: 109-110</p> <p>TE: Topic 1: 5A, 6A-6C, 11A, 12A-12C, Topic 2: 31A, 32A-32C; Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, 59A, 60A-60C; Topic 6: 109A, 110A-110C</p>			<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------	-------------------	-------------------	-------------------	-------------------------------------------------------------------	-------------------	-------------------	-------------------

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.CC/NBT Counting and Cardinality/ Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	1.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	2.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A
Work with numbers 11-19 to gain foundations for place value	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Understand place value	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Understand place value	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
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.	SE/TE: Topic 10: 193-194, 195-196, 197-198, 199-200; Topic 11: 207-208, 209-210, 211-212, 213-214, 215-216 TE: Topic 10: 193A, 194A-194C, 195A, 196A-196C, 197A, 198A-198C, 199A, 200A-200C; Topic 11: 207A, 208A-208C, 209A, 210A-210C, 211A, 212A-212C, 213A, 214A-214C, 215A, 216A-216C			2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	SE/TE: Topic 7: 239-242, 243-246, 247-250; Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; Topic 9: 303-306 TE: Topic 7: 239A, 242A-242B, 243A, 246A-246B, 247A, 250A-250B; Topic 8: 269A, 272A-272B, 273A, 276A-276B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B, 303A, 306A-306B			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:	SE/TE: Topic 5: 123-126, 127-130, 151; Topic 10: 297-300, 301-304, 305-308, 309-312, 333 TE: Topic 5: 121A, 121B, 121C, 121D, 123A, 126A-126B, 127A, 130A-130B; Topic 10: 297A, 300A, 300B, 305A, 308A, 308B, 309A, 312A-312B		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

				<p>a. 10 can be thought of as a bundle of ten ones--called a "ten."</p> <p>SE/TE: Topic 4: 133-136; Topic 7: 239-242, 243-246, 247-250; Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292</p> <p>TE: Topic 4: 133A, 136A-136B; Topic 7: 239A, 242A-242B, 243A, 246A-246B, 247A, 250A-250B; Topic 8: 269A, 272A-272B, 273A, 276A-276B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B</p>			<p>a. 100 can be thought of as a bundle of ten tens--called a "hundred."</p> <p>SE/TE: Topic 10: 297-300, 301-304, 305-308, 309-312, 333</p> <p>TE: Topic 10: 297A, 300A, 300B, 305A, 308A, 308B, 309A, 312A-312B</p>		
			<p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>SE/TE: Topic 7: 239-242, 243-246, 263</p> <p>TE: Topic 7: 237D, 239A, 242A-242B, 243A, 246A-246B</p>			<p>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).</p> <p>SE/TE: Topic 10: 297-300, 301-304, 305-308</p> <p>TE: Topic 10: 297A, 300A, 300B, 301A, 304A-304B, 305A, 308A, 308B</p>			

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

				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).	SE/TE: Topic 7: 247-250; Topic 8: 269-272, 273-276 TE: Topic 7: 247A, 250A-250B; Topic 8: 269A, 272A-272B, 273A, 276A-276B					
Compare Numbers	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	Understand place value	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	Understand place value	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		
6. Identify whether a number of objects in one group is greater than, less than, or equal to the number of objects in another group.	SE/TE: Topic 2: 23-24, 25-26, 27-28, 33-34, 39-40; Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80 TE: Topic 2: 23A, 24A-24C, 25A, 26A-26C, 27A, 28A-28C, 33A, 34A-34C, 39A, 40A-40C; Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C		3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	SE/TE: Topic 9: 307-310, 320 TE: Topic 9: 307A, 310A-310B		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.	SE/TE: Topic 10: 321-324, 325-328, 329-332, 334 TE: Topic 10: 321A, 324A-324B, 325A, 328A-328B, 329A, 332A-332B			

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

7. Compare two numbers between 1 and 10 presented as written numerals.	SE/TE: Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86 TE: Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C, 85A, 86A-86C										
------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.CC/NBT Counting and Cardinality/ Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	1.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	2.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A
				Use place value understanding and properties of operations to add and subtract	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Use place value understanding and properties of operations to add and subtract	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

<p><i>Note: K.OA.1 through K.OA.5 also address addition and subtraction and should be considered when determining whether the treatment of this content across grade levels is consistent with the progressions in the Standards (see question 4 on page 6).</i></p> <p><i>Standards K.OA.1 through K.OA.5 can be found in the Curriculum Materials Analysis Tool 1 - Operations and Algebraic Thinking Document.</i></p>	<p align="center">N/S</p>	<p align="center">N/S</p>	<p align="center">N/S</p>	<p>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.</p>	<p>SE/TE: Topic 9: 299-302, 303-306; Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348</p> <p>TE: Topic 9: 299A, 302A-302B, 303A, 306A-306B; Topic 10: 325A, 328A-328B, 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B, 341A, 344A-344B, 345A, 348A-348B</p>		<p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>SE/TE: Topic 1: 23-26; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90; Topic 5: 139-142; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202; Topic 8: 213-216, 217-220, 221-224, 226-228, 229-232, 237-240, 241-244; Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286</p> <p>TE: Topic 1: 26A-26B, Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 60A-60B, Topic 3: 74A-74B, 78A-78B, 82A-82B, 83A, 86A-86B, 87A, 90A-90B; Topic 5: 139A, 142A-142B, 147A, 150A-150B; Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B; Topic 7: 190A-190B, 194A-194B, 198A-198B, 199A, 202A-202B; Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B, 240A-240B, 244A-244B; Topic 9: 262A-262B, 266A-266B, 270A-270B, 274A-274B, 278A-278B, 282A-282B, 286A-286B</p>		
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------	---------------------------	---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

								6. Add up to four two-digit numbers using strategies based on place value and properties of operations	SE/TE: Topic 5: 139-142; Topic 6: 165-168, 169-172, 173-176; Topic 8: 225-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 275-278, 283-286, 292		
									TE: Topic 5: 139A, 142A-142B; Topic 6: 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B; Topic 8: 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B; Topic 9: 275A, 278A-278B, 283A, 286A-286B		

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

								<p>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 and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>SE/TE: Topic 8: 225-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 267-270, 271-274, 275-278, 279-282, 283-286; Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370 TE: Topic 8: 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B; Topic 9: 267A, 270A-270B, 271A, 274A-274B, 279A, 282A-282B, 283A, 286A-286B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B</p>		
--	--	--	--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.CC/NBT Counting and Cardinality/ Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	1.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A	2.NBT Number and Operations in Base Ten	Chapter Pages	Content N-M- A-H	Balance N-M-A
				Use place value understanding and properties of operations to add and subtract	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Use place value understanding and properties of operations to add and subtract	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
<p><i>Note: K.OA.1 through K.OA.5 also address addition and subtraction and should be considered when determining whether the treatment of this content across grade levels is consistent with the progressions in the Standards (see question 4 on page 6).</i></p> <p><i>Standards K.OA.1 through K.OA.5 can be found in the Curriculum Materials Analysis Tool 1 - Operations and Algebraic Thinking Document.</i></p>	N/S	N/S	N/S	5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	SE/TE: Topic 7: 247-250; Topic 9: 299-302, 303-306, 319; Topic 10: 329-332, 333-336, 337-340			8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	SE/TE: Topic 6: 157-160, 173-176; Topic 7: 187-190, 199-202; Topic 10: 309-312, 313-316; Topic 11: 339-342, 343-346, 359-362		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

				<p>6. Subtract multiples of 10 in the range 10-90 from multiples 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.</p>	<p>SE/TE: Topic 11: 355-358, 359-362, 363-366, 367-370, 371-374, 375-378</p> <p>TE: Topic 11: 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B, 371A, 374A-374B, 375A, 378A-378B</p>			<p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>SE/TE: Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202; Topic 8: 213-216, 217-220, 221-224, 226-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286; Topic 11: 339-342, 343-346, 347-350, 351-354, 359-362, 363-366, 367-370</p>		
--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

Notes/Examples:

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

Additional Questions Concerning Content Alignment in the Number and Operations in Base Ten Domain (to be completed by committee) :

1. Have you identified gaps within this domain? What are they? Can these gaps be realistically addressed through supplementation?
2. Within grade levels, do the materials provide sufficient experiences to support student learning within this domain? If no, explain.
3. Within grade levels, are the skills and concepts developed in a logical and sequential order? If no, explain.
4. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards? If no, explain.
5. Within this domain, is key vocabulary identified through definitions in text and in the glossary? Is the vocabulary consistent with the Standards?

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

Name of Publisher <u> Pearson Education, Inc., publishing as Scott Foresman</u>											
Title of Textbook <u> Scott Foresman-Addison Wesley enVision MATH</u>				Copyright Date <u> 2012</u>				Grade Level(s) <u> Kindergarten</u>			
Title of Textbook <u> Scott Foresman-Addison Wesley enVision MATH</u>				Copyright Date <u> 2012</u>				Grade Level(s) <u> Grade 1</u>			
Title of Textbook <u> Scott Foresman-Addison Wesley enVision MATH</u>				Copyright Date <u> 2012</u>				Grade Level(s) <u> Grade 2</u>			
Content Coverage Rubric Not Found (N) - The mathematics content was not 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 easily be filled. High (H) - The content was fully formed as described in the Standards.						Balance of Mathematical Understanding and Procedural Skills Rubric: Not Found (N) - The content was not found. 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, and the connections between the two were developed.					
CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A
Understand addition as putting together and adding to, and subtraction as taking apart and taking from	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Represent and solve problems involving addition and subtraction	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Represent and solve problems involving addition and subtraction	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

<p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>SE/TE: Topic 7: 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 160-161, 161-162</p> <p>TE: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 160A-160C, 161A, 162A-162C</p>		<p>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. Put Together/ Take Apart with total unknown, addend unknown, or both addends unknown.</i></p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 31-34; Topic 2: 53-56, 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 137-140, 153-156; Topic 5: 163-166, 167-170, 171-174, 175-178; Topic 6: 205-208, 209-212, 229-232</p> <p>TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 26A-26B, 34A-34B; Topic 2: 56A-56B, 60A-60B, 64A-64B, 68A-68B, 72A-72B, 84A-84B; Topic 4: 140A-140B, 156A-156B; Topic 5: 166A-166B, 170A-170B, 174A-174B, 178A-178B; Topic 6: 208A-208C, 212A-212B, 232A-232B</p>		<p>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.</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64; Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94; Topic 4: 113-116; Topic 5: 147-150; Topic 6: 173-176; Topic 7: 199-202; Topic 8: 245-247; Topic 9: 287-290</p> <p>TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 26A-26B, 30A-30B; Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B; Topic 3: 74A-74B, 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-94B; Topic 4: 116A-116B; Topic 5: 150A-150B; Topic 6: 176A-176B; Topic 7: 202A-202B; Topic 8: 248A-248B; Topic 9: 290A-290B</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

				2. Solve word problems that call for addition of three whole numbers whose sum ≤ 20 .	SE/TE: Topic 5: 191-194, 195-198, 199-200 TE: Topic 5: 191A, 194A-194B, 195A, 198A-198B						
--	--	--	--	--------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A
Understand addition as putting together and adding to, and subtraction as taking apart and taking from	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Understand and apply properties of operations and the relationship between addition and subtraction	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Work with equal groups of objects to gain foundations for multiplication	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	SE/TE: Topic 4: 73-74, 75-76, 77-78, 79-80; Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 TE: Topic 4: 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C; Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C, 161A, 162A-162C			3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is known. (Commutative property) To add $2+6+4 = 2+10 = 12$. (Associative property)</i>	SE/TE: Topic 1: 27-30; Topic 4: 117-120; Topic 5: 179-182, 183-186, 187-190, 191-194, 195-198 TE: Topic 1: 27A, 30A-30B; Topic 4: 117A, 120A-120B; Topic 5: 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B			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.	SE/TE: Topic 5: 143-147, 149, 152 TE: Topic 5: 143A, 146A-146B		

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

<p>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 $5 = 4 + 1$)</p>	<p>SE/TE: Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184</p> <p>TE: Topic 9: 169A, 170A-170C, 171A, 172A-172C, 173A, 174A-174C, 175A, 176A-176C, 177A, 178A-178C, 179A, 180A-180C, 183A, 184A-184C</p>			<p>4. Understand subtraction as an unknown-addend problem.</p>	<p>SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72; Topic 3: 103-106; Topic 4: 141-144, 145-148, 149-152; Topic 6: 213-216, 217-220, 221-224, 225-228</p>			<p>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.</p>	<p>SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116</p> <p>TE: Topic 4: 101A, 104A-104B, 105A, 108A-108B, 109A, 112A-112B, 113A, 116A-116B</p>		
<p>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.</p>	<p>SE/TE: Topic 9: 181-182, 183-184</p> <p>TE: Topic 9: 181A, 182A-182C, 184A-184C</p>										

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.OA Operations and Algebraic Thinking	Chapter Pages	Content N-M-A-H	Balance N-M-A
Understand addition as putting together and adding to, and subtraction as taking apart and taking from	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Add and subtract within 20	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Add and subtract within 20	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
5. Fluently add and subtract within 5.	SE/TE: Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160 TE: Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C			5. Relate counting to addition and subtraction.	SE/TE: Topic 3: 91-94, 95-98, 111-112; Topic 4: 117-120, 137-140, 157-158 TE: Topic 3: 91A, 94A-94B, 95A, 98A-98B; Topic 4: 117A, 120A-120B, 137A, 140A-140B			2. Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers.	SE/TE: Topic 2: 37-40, 41-44, 45-48, 57-60; Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90 TE: Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 57A, 60A-60B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B		

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

			6. Add and subtract within 20, 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.	SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 61-64, 65-68, 69-72, 73-76; Topic 3: 103-106, 107-110; Topic 4: 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 145-148, 149-152; Topic 5: 163-166, 167-170, 183-186, 187-190; Topic 6: 205-208, 217-220, 221-224, 225-228 TE: Topic 2: 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B, 68A-68B, 72A-72B, 76A-76B; Topic 3: 102A-102B, 106A-106B, 110A-110B; Topic 4: 120A-120B, 124A-124B, 128A-128B, 132A-132B, 136A-136B, 142A-140B, 152A-152B, 156A-156B; Topic 5: 166A-166B, 170A-170B, 174A-174B, 186A-186B, 190A-190B; Topic 6: 208A-208B, 212A-212B, 216A-216B, 220A-220B, 224A-224B, 228A-228B					
			Work with addition and subtraction equations	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>				

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

<p><i>No standards were listed in this cell for alignment</i></p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>7. Understanding 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? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$</i></p>	<p>SE/TE: Topic 1: 19-22, 31-34, 35-36; Topic 2: 77-80, 86; Topic 4: 117-120, 157-158</p> <p>TE: Topic 1: 19A, 22A-22B, 31A, 34A-34B; Topic 2: 77A, 80A-80B; Topic 4: 117A, 120A-120B</p>			<p><i>No standards were listed in this cell for alignment</i></p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>
-------------------------------------------------------------------	------------	------------	------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------	------------	------------	------------

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

				8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	SE/TE: Topic 1: 19-22; Topic 2: 61-64, 77-80; Topic 3: 103-106; Topic 4: 121-124, 125-128, 129-132, 133-136, 141-144, 145-148, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212, 217-220, 221-224, 225-228 TE: Topic 1: 22A-22B; Topic 2: 64A-64B, 80A-80B; Topic 3: 106A-106B; Topic 4: 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B; Topic 5: 166A-166B, 170A-170B, 174A-174B, 182A-182B, 186A-186B, 190A-190B; Topic 6: 208A-208B, 212A-212B, 220A-220B, 224A-224B, 228A-228B						
--	--	--	--	------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

Notes/Examples:

Additional Questions Concerning Content Alignment in the Operations and Algebraic Thinking Domain(to be completed by committee) :

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

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

1. Have you identified gaps within this domain? What are they? Can these gaps be realistically addressed through supplementation?
2. Within grade levels, do the materials provide sufficient experiences to support student learning within this domain? If no, explain.
3. Within grade levels, are the skills and concepts developed in a logical and sequential order? If no, explain.
4. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards? If no, explain.
5. Within this domain, is key vocabulary identified through definitions in text and in the glossary? Is the vocabulary consistent with the Standards?

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

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

Name of Publisher Pearson Education, Inc., publishing as Scott Foresman
 Title of Textbook Scott Foresman-Addison Wesley enVision MATH Copyright Date 2012 Grade Level(s) Kindergarten
 Title of Textbook Scott Foresman-Addison Wesley enVision MATH Copyright Date 2012 Grade Level(s) Grade 1
 Title of Textbook Scott Foresman-Addison Wesley enVision MATH Copyright Date 2012 Grade Level(s) Grade 2

Content Coverage Rubric

Not Found (N) - The mathematics content was not 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 easily be filled.
 High (H) - The content was fully formed as described in the Standards.

Balance of Mathematical Understanding and Procedural Skills Rubric:

Not Found (N) - The content was not found.
 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, and the connections between the two were developed.

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Reason with shapes and their attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Reason with shapes and their attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	

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

<p>1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>	<p>SE/TE: Topic 13: 253-254; Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 277-278; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296</p> <p>TE: Topic 13: 253A, 254A-254C; Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 271A, 272A-272C, 273A, 274A-274C, 277A, 278A-278C; Topic 15: 287A, 288A-288C, 289A, 290A-290C, 291A, 292A-292C, 293A, 294A-294C, 295A, 296A-296C</p>			<p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>SE/TE: Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510</p> <p>TE: Topic 15: 471A, 474A-474B, 479A, 482A-482B, 491A, 494A-494B, 495A, 498A-498B, 499A, 502A-502B, 507A, 510A-510B</p>			<p>1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>SE/TE: Topic 16: 521-524, 534</p> <p>TE: Topic 16: 521, 524A-524B</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	--	--

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

2. Correctly name shapes regardless of their orientations or overall size.	SE/TE: Topic 14: 265-266, 267-268, 269-270, 273-274, 277-278; Topic 16: 303-304, 309-310, 311-313 TE: Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 273A, 274A-274C, 277A, 278A-278C; Topic 16: 303A, 304A-304C, 309A, 310A-310C, 311A, 313A-313C			No standards were listed in this cell for alignment	N/S	N/S	N/S	No standards were listed in this cell for alignment	N/S	N/S	N/S
----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------	-----	-----	-----	-----------------------------------------------------	-----	-----	-----

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

<p>3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p>SE/TE: Topic 14: 275-276, 277-278, 282; Topic 16: 311-312, 313, 314, 315-317</p> <p>TE: Topic 14: 275A, 276A-276C; 277A, 278A-278C; Topic 16: 311A, 312A-312C, 315A, 317A-317C</p>			<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>
---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------	-------------------	-------------------	-------------------	-------------------------------------------------------------------	-------------------	-------------------	-------------------

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A
Analyze, compare, create, and compose shapes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Reason with shapes and their attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Reason with shapes and their attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
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).	SE/TE: Topic 14: 275-276; Topic 16: 303-304, 305-306, 307-308, 311-312, 313-314 TE: Topic 14: 275A, 276A-276C; Topic 16: 303A, 304A-304C, 305A, 306A-306C, 307A, 308A-308C, 311A, 312A-312C			No standards were listed in this cell for alignment	N/S	N/S	N/S	No standards were listed in this cell for alignment	N/S	N/S	N/S

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

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

<p>5. Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes.</p>	<p>SE/TE: Topic 14: 271-272; Topic 16: 303-304, 309-310</p> <p>TE: Topic 14: 271A, 272A-272C;; Topic 16: 303A, 304A-304C, 309A, 310A-310C</p>			<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>
<p>6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>	<p>SE/TE: Topic 16: 305-306, 309-310</p> <p>TE: Topic 16: 305A, 306A-306C, 309A, 310A-310C</p>			<p>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.</p>	<p>SE/TE: Topic 15: 475-478, 483-486, 487-490, 503-506</p> <p>TE: Topic 15: 475A, 478A-478B, 483A, 486A-486B, 487A, 490A-490B, 503A, 506A-506B</p>			<p>2. Partition a rectangle into rows and columns of the same-size squares and count to find the total number of them.</p>	<p>SE/TE: Topic 12: 401-404, 414</p> <p>TE: Topic 12: 401A, 404A-404B</p>		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

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

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.G Geometry	Chapter Pages	Content N-M-A-H	Balance N-M-A
Analyze, compare, create, and compose shapes				Reason with shapes and their attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Reason with shapes and their attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	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 for these examples that decomposing into more equal shares creates smaller shares.	SE/TE: Topic 16: 517-520, 521-524, 525-528, 529-532 TE: Topic 16: 517A, 520A-520B, 521A, 524A-524B, 525A, 528A-528B, 529A, 532A-532B			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.	SE/TE: Topic 12: 405-408 TE: Topic 12: 405A, 408A-408B		
Notes/Examples:											

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

Additional Questions Concerning Content Alignment in the Geometry Domain (to be completed by committee) :

1. Have you identified gaps within this domain? What are they? Can these gaps be realistically addressed through supplementation?
2. Within grade levels, do the materials provide sufficient experiences to support student learning within this domain? If no, explain.
3. Within grade levels, are the skills and concepts developed in a logical and sequential order? If no, explain.
4. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards? If no, explain.
5. Within this domain, is key vocabulary identified through definitions in text and in the glossary? Is the vocabulary consistent with the Standards?

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

Name of Publisher __Pearson Education, Inc., publishing as Scott Foresman__
 Title of Textbook __Scott Foresman-Addison Wesley enVision MATH__ Copyright Date __2012__ Grade Level(s) __Kindergarten__
 Title of Textbook __Scott Foresman-Addison Wesley enVision MATH__ Copyright Date __2012__ Grade Level(s) __Grade 1__
 Title of Textbook __Scott Foresman-Addison Wesley enVision MATH__ Copyright Date __2012__ Grade Level(s) __Grade 2__

<p>Content Coverage Rubric</p> <p>Not Found (N) - The mathematics content was not found.</p> <p>Marginal (M) - Gaps in the content, as described in the Standards, were found and these gaps may not be easily filled.</p> <p>Acceptable (A) - Few gaps in the content, as described in the Standards, were found and these gaps may easily be filled.</p> <p>High (H) - The content was fully formed as described in the Standards.</p>	<p>Balance of Mathematical Understanding and Procedural Skills Rubric:</p> <p>Not Found (N) - The content was not found.</p> <p>Marginal (M) - The content was found and focused primarily on procedural skills and minimally on mathematical understanding, or ignored procedural skills.</p> <p>Acceptable (A) - 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>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Note for the Reviewers: The standards listed in this document must be included in the curriculum materials being reviewed. However, these standards are not considered critical areas for Grades K-2. Therefore, these standards may not be as fully developed as the standards from the more critical domains.

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A
Describe and compare measurable attributes	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>									

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

<p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238</p> <p>TE: Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C, 237A, 238A-238C</p>			<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>
-------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------	-------------------	-------------------	-------------------	-------------------------------------------------------------------	-------------------	-------------------	-------------------

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

<p>2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238</p> <p>TE: Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C, 237A, 238A-238C</p>			<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>No standards were listed in this cell for alignment</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>	<p><i>N/S</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------	-------------------	-------------------	-------------------	-------------------------------------------------------------------	-------------------	-------------------	-------------------

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A
Classify objects and count the number of objects in each category	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Represent and interpret data	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Represent and interpret data	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	SE/TE: Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258 TE: Topic 9: 185A, 186A-186C; Topic 13: 245A, 246A-246C, 247A, 248A-248C, 249A, 250A-250C, 251A, 252A-252C, 253A, 254A-254C, 255A, 256A-256C, 257A, 258A-258C			4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	SE/TE: Topic 14: 437-440; 441-444, 445-448, 449-452, 453-456, 457-460, 461-464; Topic 16: 517-520, 521-524, 525-528, 529-532 TE: Topic 14: 437A, 440A-440B, 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B, 461A, 464A-464B; Topic 16: 517A, 520A-520B, 521A, 524A-524B, 525A, 528A-528B, 529A, 532A-532B			10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	SE/TE: Topic 16: 517-520, 525-528, 529-532, 534 TE: Topic 16: 517A, 520A-520B, 525A, 528A-528B, 529A, 532A-532B		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

				Measure lengths indirectly and by iterating length units	(To be completed by publisher)	(To be completed by committee)				
No standards were listed in this cell for alignment	N/S	N/S	N/S	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	SE/TE: Topic 12: 385-388, 389-392, 409-410 TE: Topic 12: 385A, 388A-388B, 389A, 392A-392B		No standards were listed in this cell for alignment	N/S	N/S	N/S
No standards were listed in this cell for alignment	N/S	N/S	N/S	2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408 TE: Topic 12: 393A, 396A-396B, 397A, 400A-400B, 401A, 404A-404B, 405A, 408A-408B		No standards were listed in this cell for alignment	N/S	N/S	N/S

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A
				Tell and write time	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>		Work with time and money	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	3. Tell and write time in hours and half-hours using analog and digital clocks.	SE/TE: Topic 13: 415-418, 419-422, 423-426, 427-430 TE: Topic 13: 415A, 418A-418B, 419A, 422A-422B, 423A, 426A-426B, 427A, 430A-430B			7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	SE/TE: Topic 16: 509-512, 513-516, 533 TE: Topic 16: 509A, 512A-512B, 513A, 516A-516B		
								Measure and estimate lengths in standard units	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 467A, 470A, 470B, 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B</p>		
<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>	<p>SE/TE: Topic 15: 487-490</p> <p>TE: Topic 15: 487A, 490A-490B</p>		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B</p>		
<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>SE/TE: Topic 15: 495-498, 504</p> <p>TE: Topic 15: 495A, 498A-498B</p>		

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

Tool 1

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2				
K.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	
								Relate addition and subtraction to length		<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	SE/TE: Topic 15: 491-494, 499-502 TE: Topic 15: 491A, 494A-494B, 499A, 502A-502B			
<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.	SE/TE: Topic 8: 233-236, 250; Topic 9: 275-278, 292 TE: Topic 8: 233A, 236A-236B; Topic 9: 275A, 278A-278B			
								Work with time and money		<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
 2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>No standards were listed in this cell for alignment</p>	<p>N/S</p>	<p>N/S</p>	<p>N/S</p>	<p>8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>For example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 445-448, 449-452, 453-456, 457-460</p> <p>TE: Topic 13: 419A, 422A-422B, 423a, 426A-426B, 427A, 430A-430B, 431A, 434A-434B, 435A, 438A-438B; Topic 14: 4454A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B</p>		
------------------------------------------------------------	------------	------------	------------	------------------------------------------------------------	------------	------------	------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

CCSSM Grade K				CCSSM Grade 1				CCSSM Grade 2			
K.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	1.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A	2.MD Measurement and Data	Chapter Pages	Content N-M-A-H	Balance N-M-A
								Represent and interpret data	<i>(To be completed by publisher)</i>	<i>(To be completed by committee)</i>	
<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	<i>No standards were listed in this cell for alignment</i>	<i>N/S</i>	<i>N/S</i>	<i>N/S</i>	9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-	SE/TE: Topic 16: 521-524, 534 TE: Topic 16: 521, 524A-524B		
Notes/Examples:											

CCSSM Curriculum Materials Analysis Tool 1—Measurement and Data for Grades K-2

Additional Questions Concerning Content Alignment in the Geometry Domain (to be completed by committee) :

1. Have you identified gaps within this domain? What are they? Can these gaps be realistically addressed through supplementation?
2. Within grade levels, do the materials provide sufficient experiences to support student learning within this domain? If no, explain.
3. Within grade levels, are the skills and concepts developed in a logical and sequential order? If no, explain.
4. Within this domain, is the treatment of the content across grade levels consistent with the progression within the Standards? If no, explain.
5. Within this domain, is key vocabulary identified through definitions in text and in the glossary? Is the vocabulary consistent with the Standards?