Strand	Grade Band	Content Standard	Stem	ExGLE	EEP Description	Task Code
Numeration	3-4	Understanding Meaning of Operations	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-4 Demonstrating that objects represent a quantity	Interacts with objects related to math activities	3-4,T1, I1
Numeration	3-4	Understanding Meaning of Operations	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-4 Demonstrating that objects represent a quantity	Interacts with objects related to math activities	3-4,T1, I2
Numeration	3-4	Understanding Meaning of Operations	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-4 Demonstrating that objects represent a quantity	Identifies that the last count represents the quantity of what has been counted	3-4,T1, I3
Numeration	3-4	Understanding Meaning of Operations	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-4 Demonstrating that objects represent a quantity	Demonstrates concept of one	3-4,T1, I4
Numeration	3-4	Understanding Numbers	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Counts to three	3-4,T1, I5

Numeration	3-4	Understanding Numbers	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Interacts with objects related to math activities	3-4,T2, I1
Numeration	3-4	Understanding Numbers	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Imitates rote counting of some names of numbers	3-4,T2, I2
Numeration	3-4	Understanding Numbers	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Interacts with objects related to math activities	3-4,T2, I3
Numeration	3-4	Understanding Numbers	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Repeats numbers after verbal cue	3-4,T2, I4
Numeration	3-4	Understanding Numbers	The student demonstrates a conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Counts to three	3-4,T2, I5
Measurement	3-4	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Explores measuring tools	3-4,T3, I1

Measurement	3-4	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Explores measuring tools	3-4,T3, I2
Measurement	3-4	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Identifies object as measurement tool	3-4,T3, I3
Measurement	3-4	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Identifies object as measurement tool	3-4,T3, I4
Measurement	3-4	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity.	Identifies more or less	3-4,T3, I5
Estimation & Computation	5-6	Estimation & Computation	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by:	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Interacts with objects related to mathematical activities	5-6, T1, I1

Estimation & Computation	5-6	Estimation & Computation	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by:	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Interacts with objects related to mathematical activities	5-6, T1, I2
Estimation & Computation	5-6	Estimation & Computation	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by:	[3/4] E&C-1 Identifying more or less with two broadly different options	Demonstrates the concept of "more" in reference to food or play or other activities	5-6, T1, I3
Estimation & Computation	5-6	Estimation & Computation	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by:	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Demonstrates concept of adding one or taking away one with two manipulatives	5-6, T1, I4
Estimation & Computation	5-6	Estimation & Computation	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by:	[3/4] E&C-2 Adding and subtracting up to three using manipulatives	Demonstrates concept of adding one or taking away one with two manipulatives	5-6, T1, I5
Functions & Relationships	5-6	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-1 Identifying the pattern of activities for a familiar schedule	Indicates by physical response that it's time for an activity	5-6,T2, I1

Functions & Relationships	5-6	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-1 Identifying the pattern of activities for a familiar schedule	Indicates by physical response that it's time for an activity	5-6,T2, I2
Functions & Relationships	5-6	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-2 Identifying attributes of objects as same or different	Sorts objects by one characteristic	5-6,T2, I3
Functions & Relationships	5-6	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-2 Identifying attributes of objects as same or different	Identifies categories of objects	5-6,T2, I4
Functions & Relationships	5-6	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-2 Identifying attributes of objects as same or different	Able to discriminate differences/attributes	5-6,T2, I5
Measurement	5-6	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Interacts with objects related to mathematical activities	5-6, T3, I1
Measurement	5-6	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Interacts with objects related to mathematical activities	5-6, T3, I2
Measurement	5-6	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[5/6] MEA-2 Identifying coins (penny, nickel, dime, and quarter)	Identifies coins from other objects	5-6, T3, I3

Measurement	5-6	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Uses some size words, such as "many," "big," and "little," appropriately	5-6, T3, I4
Measurement	5-6	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[5/6] MEA-1 Identifying same, bigger/smaller, shorter/taller, shorter/longer, and/or more	Uses some size words, such as "many," "big," and "little," appropriately	5-6, T3, I5
Measurement	7-8	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity	Explores measuring tools	7-8,T1, I1
Measurement	7-8	Measureable Attributes	The student demonstrates an understanding of measureable attributes by:	[3/4] MEA-1 Identifying tools associated with measurement of time, temperature, length, weight, and capacity	Explores measuring tools	7-8,T1, I2
Numeration	7-8	Understanding Numbers	The student demonstrates conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5	Repeats numbers after verbal cue	7-8,T1, I3

Numeration	7-8	Understanding Meaning of Operations	The student demonstrates an understanding of mathematical operations by:	[3/4] N-4 Demonstrating that objects represent a quantity	Demonstrates concept of one	7-8,T1, I4
Numeration	7-8	Understanding Meaning of Operations	The student demonstrates conceptual understanding of whole numbers by:	[3/4] N-1 Rote counting single digit numbers to 5 [3/4] N-4 Demonstrating that objects represent a quantity	Counts to three; Identifies that numbers represent quantity	7-8,T1, I5
Geometry	7-8	Geometric Relationships	The student demonstrates an understanding of geometric relationships by:	[3/4] G-1 Identifies basic geometric shapes	Plays with toys and objects of different sizes and shapes	7-8, T2, I1
Geometry	7-8	Geometric Relationships	The student demonstrates an understanding of geometric relationships by:	[3/4] G-1 Identifies basic geometric shapes	Plays with toys and objects of different sizes and shapes	7-8, T2, I2
Geometry	7-8	Geometric Relationships	The student demonstrates an understanding of geometric relationships by:	[3/4] G-1 Identifies basic geometric shapes	Identifies one geometric shape	7-8, T2, I3
Geometry	7-8	Geometric Relationships	The student demonstrates an understanding of geometric relationships by:	[3/4] G-1 Identifies basic geometric shapes	Identifies one geometric shape	7-8, T2, I4
Geometry	7-8	Geometric Relationships	The student demonstrates an understanding of geometric relationships by:	[3/4] G-1 Identifying shapes as same or different	Matches simple shapes	7-8, T2, I5

Statistics & Probability	7-8	Data display	The student an ability to classify and organize data by:	[3/4] S&P-3 Performing simple cause-and-effect experiments	Observes objects in the environment for a brief period of time	7-8, T3, I1
Statistics & Probability	7-8	Data display	The student an ability to classify and organize data by:	[3/4] S&P-3 Performing simple cause-and-effect experiments	Observes objects in the environment for a brief period of time	7-8, T3, I2
Statistics & Probability	7-8	Data display	The student an ability to classify and organize data by:	[3/4] S&P-2 Identifying that symbols may be used to represent objects and events	Counts with fingers	7-8, T3, I3
Statistics & Probability	7-8	Data display	The student an ability to classify and organize data by:	[3/4] S&P-2 Identifying that symbols may be used to represent objects and events	Match symbol to symbol	7-8, T3, I4
Statistics & Probability	7-8	Data display	The student an ability to classify and organize data by:	[3/4] S&P-2 Identifying that symbols may be used to represent objects and events	Matches symbols to event	7-8, T3, I5
Functions & Relationships	9-10	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-3 Interacts with objects related to mathematical activities	Interacts with objects related to mathematical activities	9-10, T1, I1
Functions & Relationships	9-10	Describing Patterns and Functions	The student demonstrates conceptual understanding of functions by:	[3/4] F&R-3 Interacts with objects related to mathematical activities	Interacts with objects related to mathematical activities	9-10, T1, I2

Functions & Relationships	9-10	Modeling and Solving Equations and Inequalities	The student demonstrates algebraic thinking by:	[7/8] F&R-3 Demonstrating an understanding of symbols =, +, -	Uses tally marks to keep count	9-10, T1, I3
Functions & Relationships	9-10	Modeling and Solving Equations and Inequalities	The student demonstrates algebraic thinking by:	[7/8] F&R-3 Demonstrating an understanding of symbols =, +, -	Demonstrates the knowledge of equalities by using manipulatives	9-10, T1, I4
Functions & Relationships	9-10	Modeling and Solving Equations and Inequalities	The student demonstrates algebraic thinking by:	[7/8] F&R-3 Demonstrating an understanding of symbols =, +, -	Demonstrates concept of adding one or taking away one with two manipulatives	9-10, T1, I5
Statistics & Probability	9-10	Analysis and Central Tendency	The student demonstrates an ability to analyze data by:	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I1
Statistics & Probability	9-10	Analysis and Central Tendency	The student demonstrates an ability to analyze data by:	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I2
Statistics & Probability	9-10	Analysis and Central Tendency	The student demonstrates an ability to analyze data by:	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I3

Statistics & Probability	9-10	Analysis and Central Tendency	The student demonstrates an ability to analyze data by:	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I4
Statistics & Probability	9-10	Analysis and Central Tendency	The student demonstrates an ability to analyze data by:	[3/4] S&P-1 Identifying collections within the environment	Collects information through observation and manipulation	9-10, T2, I5
Geometry	9-10	Perimeter, Area, and Volume	The student solves problems using perimeter or area by:	[3/4] G-3 Identifying that the sides of rectangular shapes (perimeter) can be measured	Plays with toys and objects of different sizes and shapes	9-10, T3, I1
Geometry	9-10	Perimeter, Area, and Volume	The student solves problems using perimeter or area by:	[3/4] G-3 Identifying that the sides of rectangular shapes (perimeter) can be measured	Plays with toys and objects of different sizes and shapes	9-10, T3, I2
Geometry	9-10	Perimeter, Area, and Volume	The student solves problems using perimeter or area by:	[3/4] G-3 Identifying that the sides of rectangular shapes (perimeter) can be measured	Differentiate between rectangle and circle	9-10, T3, I3
Geometry	9-10	Position and Direction	The student demonstrates understanding of position by:	[3/4] G-4 Indentifying or demonstrating positions of objects such as on, inside, and outside	Identifies the relative position of objects by using one reference	9-10, T3, I4

Geometry	9-10	Position and Direction	The student demonstrates understanding of position by:	[3/4] G-4 Indentifying or demonstrating positions of objects such as on, inside, and outside	Identifies the relative position of objects by using one reference	9-10, T3, I5