## PRODUCT GRADE ALIGNMENT

## FOR REFERENCE IF NOT USING COMMON CORE ALIGNMENT FOR MATHEMATICS

## COMMON CORE ALIGNMENT - DOMAINS

CC Counting and Cardinality
NBT Number and Operations in Base Ten
MD Measurement and Data
PRODUCT GRADE ALIGNMENT

| PRODUCT NUMBER | PRODUCT DESCRIPTION | PRODUCT GRADE ALIGNMENT |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | K | 1 | 2 | 3 | 4 | 5 | 6+ |
| CBDLO1 | State Bait |  |  | X | X | X | X | X |
| ¢ CBDLO2 | Shape Bait | X | X | X | X | X | X | X |
| ¢ CBDLO3 | Money Bait | X | X | X | x | X | X |  |
| CBDL05 | Time Bait | X | x | X | x | X | X | X |
| CBDLO6 | 3-D Shape Bait | X | X | X | X | X | X | X |
| C CBDLO7 | Fraction Bait |  | X | X | x | X | x | X |
| CBDL08 | Multiplication \& Division Fact Bait |  |  |  | X | X | X | X |
| - NLDL01 | Reading and Writing the Language of Numbers | X | X | x | X | X | X | X |
| NLDLO2P | What's My Place? What's My Value? Primary (poster with pieces \& book) | X | X | X |  |  |  |  |
| NLDLO2I | What's My Place? What's My Value? Intermediate (poster with pieces \& book) |  |  |  | X | X | X | x |
| XMVIO1 | What's My Place? What's My Value? Primary (backerop display kit) | x | X | x |  |  |  |  |
| z XMVIO2 | What's My Place? What's My Value? Intermediate (backdrop display kit) |  |  |  | X | X | X | x |
| PPDL01 | Counting Mixed Coins |  | X | X | X |  |  |  |
| PPDL02 | Modeling Numbers 0-100 |  | X | X | X |  |  |  |
| PPDL03 | Choosing Coins |  |  | X | X |  |  |  |
| PPDL04 | Addition Facts 0-10 | X | X | X |  |  |  |  |
| PPDL05 | Subtraction Facts 0-10 | X | X | X |  |  |  |  |
| PPDL06 | Numbers \& Words 0-10 | X | x |  |  |  |  |  |
| PPDL07 | Making Ten | X | X | X |  |  |  |  |
| PPDL08 | Beginning Addition 0-10 | X | X |  |  |  |  |  |
| PPDL09 | Numbers and Words 11-20 | X | x |  |  |  |  |  |
| PPDL10 | Addition Facts 11-20 |  | X | X | X | X |  |  |
| PPDL11 | Subtraction Facts 11-20 |  | X | X | X | X |  |  |
| PPDL12 | Making Change Through \$1.00 |  |  | X | X |  |  |  |
| PPDL13 | Beginning Subtraction 0-10 | X | X |  |  |  |  |  |
| PPDL14 | 2-Digit Addition through 100 |  |  | X | X | X | x |  |
| PPDL15 | 2-Digit Subtraction through 100 |  |  | X | X | X | X |  |
| PPDL16 | Modeling Fractions |  |  |  | X | X | X |  |
| PPDL17 | Modeling Mixed Numbers and Improper Fractions |  |  |  |  | X | X | X |
| PPDL18 | Beginning Decimals, Fractions \& Percents |  |  |  |  | X | X | X |
| PPDL19 | Addition \& Subtraction Word Problems Through 10 |  | X | X | X |  |  |  |
| PPDL20 | Addition \& Subtraction Word Problems Through 20 |  | X | X | X | X |  |  |
| PPDL21 | Addition \& Subtraction Word Problems Through 100 |  |  | X | X | X |  |  |
| PPDL22 | Estimating Fraction, Decimal \& Percent Conversions |  |  |  |  |  | X | X |
| PPDL23 | Multiple Addends Through 20 | X | x | X |  |  |  |  |
| PPDL24 | Addition and Subtraction Equalities Through 20 |  | X | X | X |  |  |  |
| PPDL25 | Decimal Addition 0-1 |  |  |  | X | X | X | X |
| 䢒 PPDL26 | Decimal Subtraction 0-1 |  |  |  | X | X | X | x |
| PPDL27 | Fractions of a Set |  |  |  | X | X | X | X |
| PPDL28 | Choosing Symbols |  | X | X | x | X | X | x |
| PPDL29 | Easy Clocks | X | X | X |  |  |  |  |
| PPDL30 | Time Intervals |  |  | X | X | X |  |  |
| PPDL31 | Elapsed Time |  |  |  |  | X | X | X |
| PPDL32 | Placing Fractions on a Number Line |  |  |  | X | X |  |  |
| PPDL33 | Fraction Parts and Wholes |  |  |  | X | X | X |  |
| PPDL34 | Equivalent Fractions |  |  |  | X | X | X |  |
| PPDL35 | Comparing Fractions 0-1 |  |  |  | X | X | X |  |
| PPDL36 | Fraction Addition and Subtraction with Like Denominators |  |  |  |  | X |  |  |
| PPDL37 | Fraction Multiplication and Division with Like Denominators |  |  |  |  | X | X |  |
| PPDL38 | Fraction Addition and Subtraction with Unlike Denominators |  |  |  |  |  | X |  |
| PPDL39 | Fraction Multiplication and Division with Unlike Denominators |  |  |  |  |  | X | X |
| PPDL40 | Addition and Subtraction Fluency Through Five | X |  |  |  |  |  |  |
| PPDL41 | Decomposing Numbers Through Ten | X | X |  |  |  |  |  |
| PPDL42 | Composing and Decomposing 11-19 Using Tens and Ones | X | X | X |  |  |  |  |
| PPDL43 | Placing Numbers on a Number Line Through 120 |  | X | X |  |  |  |  |
| PPDL44 | Introducing Navigation on a 100-Chart to Add or Subtract |  | X | X | X |  |  |  |
| PPDL45 | Advanced Navigation on a 100-Chart to Add or Subtract |  | X | X | X |  |  |  |
| PPDL46 | Number Line Addition and Subtraction Through 100 |  | X | X | X | X | X |  |
| PPDL47 | Partitioning Rectangular Arrays into Squares, Columns \& Rows |  |  | X |  |  |  |  |
| PPDL48 | Adding Up to Four 2-Digit Numbers |  | X | X |  |  |  |  |
| PPDL49 | Using Multiples to Develop Multiplication Fact Fluency |  |  |  | X |  |  |  |
| PPDL50 | Using Multiples to Develop Division Fact Fluency |  |  |  | X |  |  |  |
| PPDL51 | 120-Chart Exercises | X | X |  |  |  |  |  |
| PPDL52 | Skip Counting Sequences 1-10 | X | X |  |  |  |  |  |
| PPDL53 | Modeling Multiplication and Division Facts through 100 |  |  | X | X | X |  |  |
| CDDLO1 | Musical ${ }^{\text {A }}$ Array ${ }^{8}$ ngements CD | X | x | X | X | X | X |  |
| X XMPE01 | Curosity Bait Card Holder (calendar) | X | X | X | X | X | X | X |
| 爻 XMPE02 | Observation Cards | X | X | x | X | X | X | x |
| XMIW10 | Multiples Magnets | X | X | X | X | X | X | X |
| FFCO1 | Fluency to Five | X | X |  |  |  |  |  |
| FFCO2 | Addition \& Subtraction 6-10 | X | X | X |  |  |  |  |
| FFC03 | Addition \& Subtraction 11-20 |  | X | X | X | X |  |  |
| FFC04 | Multiplication Through 100 |  |  |  | X | X |  |  |
| FFCO5 | Division Through 100 |  |  |  | X | X |  |  |
| FFCCSO1 | Fluency to Five - Classroom set | X | X |  |  |  |  |  |
| FFCCSO2 | Addition \& Subtraction 6-10-Classroom set | X | X | X |  |  |  |  |
| FFCCSO3 | Addition \& Subtraction 11-20-Classroom set |  | X | X | X | X |  |  |
| FFCCSO4 | Multiplication Through 100 - Classroom set |  |  |  | X | X |  |  |
| FFCCS05 | Division Through 100 - Classroom set |  |  |  | X | X |  |  |
| FFCTS01 | Fluency to Five - Teacher set | X | X |  |  |  |  |  |
| FFCTS02 | Addition \& Subtraction 6-10-Teacher set | X | X | X |  |  |  |  |
| FFCTS03 | Addition \& Subtraction 11-20-Teacher set |  | X | X | X | X |  |  |
| FFCTS04 | Multiplication Through 100 - Teacher set |  |  |  | X | X |  |  |
| FFCTS05 | Division Through 100 - Teacher set |  |  |  | X | X |  |  |

