



Supporting Math Educators in Determining Next Steps

Standards and Progression Documents



| Transitional Kindergarten through 5th Grade | | | |
|--|--|---|--|
| California Department of Education: Teaching and Learning | | | |
| California Mathematics Framework | Achieve the Core Focus Documents | University of Arizona Progression Documents | Tulare County Office of Education - Mathematics |
| Transitional Kindergarten Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 | Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Coherence Map | K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking K-5 Progression on Number and Operations in Base Ten K-5 Progression on Measurement and Data (measurement) K-5 Progression on Measurement and Data (data) K-6 Progression on Geometry 3-5 Progression on Number and Operations - Fractions | Math Continuum: Grades K-2 Math Continuum: Grades 1-3 Math Continuum: Grades 2-4 Math Continuum: Grades 3-5 Math Continuum: Grades 4-6 Math Continuum: Grades 5-7 |

| Standards Reflection Tool | Focus by Grade Level with Fluencies | Unit Planning Tool | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Supporting Math Educators in Determining Next Steps

Standards and Progression Documents



Grade 6 to Grade 8

[California Department of Education: Teaching and Learning](#)

| California Mathematics Framework | Achieve the Core Focus Documents | University of Arizona Progression Documents | Tulare County Office of Education - Mathematics |
|--|--|---|---|
| Grade 6 | Grade 6 | 6-7 Progression on Ratios and Proportional Relationships | Math Continuum: Grades 4-6 |
| Grade 7 | Grade 7 | 6-8 Progression on Expressions and Equations | Math Continuum: Grades 5-7 |
| Grade 8 | Grade 8 | 6-8 Statistics and Probability | Math Continuum: Grades 6-8 |
| | Coherence Map | 6-8 Progression on the Number System: High School, Number | |
| | | 7-High School Progression on Geometry | |
| | | 8- HS Progression on Functions | |

| Standards Reflection Tool | Focus by Grade Level with Fluencies | Unit Planning Tool | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Standards and Progression Documents



High School

[California Department of Education: Teaching and Learning](#)

[California Mathematics Framework](#)

Other Documents

[University of Arizona Progression Documents](#)

[Mathematics I](#)

[Mathematics II](#)

[Mathematics III](#)

[Algebra I](#)

[Geometry](#)

[Algebra II](#)

[Precalculus](#)

[Calculus](#)

[Statistics and Probability](#)

[Appendix F: Higher Mathematics Pathways Standards Chart](#)

[Widely Applicable Prerequisites - High School](#)

[Coherence Map](#)

[6-8 Progression on the Number System; High School, Number](#)

[HS Progression on Quantity](#)

[7-High School Progression on Geometry](#)

[HS Progression on Algebra](#)

[8- HS Progression on Functions](#)

[HS Progression on Statistics and Probability](#)

[HS Progression on Modeling](#)

Standards Reflection Tool

Focus by Grade Level with Fluencies

Unit Planning Tool



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| K | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K.OA.A Add and subtract within 5. | 1.OA.A Add and subtract within 10. | 2.OA.A Add and subtract within 20 using mental strategies. | 3.OA.A Multiply and divide within 100. | 4.OA.A Multiply and divide within 100 using strategies. | 5.OA.A Multiply multi-digit numbers using the standard algorithm. | 6.OA.A Multiply multi-digit numbers using the standard algorithm. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do we expect students to learn? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Description of Essential Standard <i>What is the essential standard to be learned? What is the student-friendly language?</i> | Example of Rigor <i>What does proficient student work look like? Provide an example and/or description.</i> | Pre-requisite Skills <i>What prior knowledge, skills and/or vocabulary are needed for a student to master this standard?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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