Imagine Learning

Blueprint

Texas PK Guidelines Coverage

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
PK.V.A.1	Child knows that objects, or parts of an object, can be counted.	Full Coverage	26, 30-31, 49-52, 54-94, 96-99
PK.V.A.2	Child uses words to rote count from 1 to 30.	Partial Coverage	59, 60, 66, 70, 72-74, 76-77, 79, 80, 82-83, 85, 86, 88-92, 95, 97, 99 *Counting is taught up to 10, counting above 10 is not covered.*
PK.V.A.3	Child counts 1–10 items, with one count per item.	Full Coverage	49, 54-94, 96-99
PK.V.A.4	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	Full Coverage	59, 61, 65, 69, 81
PK.V.A.5	Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	Full Coverage	54-94, 96-99
PK.V.A.6	Child demonstrates understanding that when counting, the items can be chosen in any order.	No Coverage	
PK.V.A.7	Child uses the verbal ordinal terms.	Full Coverage	14, 20, 22-24, 34, 36, 39, 45, 50, 56, 57, 60, 62, 65, 66, 70, 72, 76-77, 79, 80, 82, 83, 85-86, 88, 93, 99
PK.V.A.8	Child verbally identifies, without counting, the number of objects from 1 to 5.	No Coverage	
PK.V.A.9	Child recognizes one-digit numerals, 0–9.	Full Coverage	49-99
PK.V.B.1	Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	Partial Coverage	44, 48, 63-64, 68, 71, 73-74, 77, 80, 83, 86, 89, 92, 93, 96, 99 *Students are asked to build models for word problems and to find a picture that matches a word problem; sharing/making a word problem is not covered.*

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
PK.V.B.2	Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	Partial Coverage	48, 63, 64, 68, 73-74, 77, 83, 86, 89, 94, 96-97, 99 *Students are asked to build models for word problems and to find a picture that matches a word problem; sharing/making a word problem is not covered.*
PK.V.B.3	Child uses informal strategies to separate up to 10 items into equal groups.	Full Coverage	29, 34
PK.V.C.1	Child names common shapes.	Full Coverage	5-6, 10-12, 19, 21, 25, 32, 35, 42, 46, 47, 58, 61, 63, 67, 68, 71-72, 84, 87
PK.V.C.2	Child creates shapes.	Full Coverage	6, 13, 18, 21-22, 35, 37, 61, 67-68
PK.V.C.3	Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	Full Coverage	3-5, 7-8, 12, 17, 21, 24, 33, 43, 77, 85, 88, 91, 93, 96, 98-99
PK.V.C.4	Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	Partial Coverage	*Students slide shapes in most lessons as they input their answers; flipping and turning shapes is not covered.*
PK.V.D.1	Child recognizes and compares heights or lengths of people or objects.	Full Coverage	13-18, 20-21, 24, 30-31, 33, 35-41, 45, 47, 50, 53, 55, 57, 64, 70, 73, 77, 94
PK.V.D.2	Child recognizes how much can be placed within an object.	No Coverage	
PK.V.D.3	Child informally recognizes and compares weights of objects or people.	No Coverage	
PK.V.D.4	Child uses language to describe concepts associated with the passing of time.	Full Coverage	22-25, 36, 39, 50, 95, 97
PK.V.E.1	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	Full Coverage	1, 2, 6, 8, 9, 11, 12, 16, 28, 29, 31, 33-34, 39, 42, 44, 46-47, 53, 58, 68, 71, 80, 86, 89-90, 92
PK.V.E.2	Child collects data and organizes it in a graphic representation.	Full Coverage	93, 99
PK.V.E.3	Child recognizes and creates patterns.	Full Coverage	25, 27, 29, 32-40, 42, 46, 48, 51, 54, 57, 60, 62, 64, 69, 72, 76, 81, 90, 92, 93, 96

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TEKS Coverage · Kindergarten

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
K.2A	Count forward and backward to at least 20 with and without objects.	Partial Coverage	11, 15, 21, 23, 25, 36, 37, 42-44, 46-48, 51-53, 59, 77, 78 *Counting forward with and without objects is covered; counting backwards without objects is covered; counting backwards with objects is not covered.*
K.2B	Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	Partial Coverage	21, 36, 37, 43, 47, 50, 51-53, 59, 77, 78 *Reading and representing numbers with and without objects/pictures is covered; writing numbers is not covered.*
K.2C	Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	Partial Coverage	11, 15, 20, 21, 35-37, 42, 44, 46, 53, 76 *Counting objects and demonstrating that the last number said tells the number of objects is covered; counting in different arrangements and orders is not covered*
K.2D	Recognize instantly the quantity of a small group of objects in organized and random arrangements.	No Coverage	
K.2E	Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	Partial Coverage	7, 10, 15, 28-41, 43-45, 48-50, 53-55, 57-59, 66, 70, 72, 76, 78, 82, 84, 87 *This standard is covered up to 10; demonstrating these skills beyond 10 is not covered*
K.2F	Generate a number that is one more than or one less than another number up to at least 20.	Full Coverage	15, 21, 23, 36, 38, 42, 43, 50, 52, 83
K.2G	Compare sets of objects up to at least 20 in each set using comparative language.	Partial Coverage	7-10, 15, 18, 26, 28-32 *Comparing sets of objects up to 10 is covered; comparing sets of objects beyond 10 is not covered*
K.2H	Use comparative language to describe two numbers up to 20 presented as written numerals.	Full Coverage	11, 15, 18, 23, 24, 26, 28-32, 37, 38, 42, 43, 45, 52, 53, 59

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
K.2I	Compose and decompose numbers up to 10 with objects and pictures.	Full Coverage	12, 16-19, 22, 24, 26, 28, 31, 35, 37, 46-48, 56, 58
K.3A	Model the action of joining to represent addition and the action of separating to represent subtraction.	Full Coverage	11-12, 14, 55, 58
K.3B	Solve word problems using objects and drawings to find sums up to 10 and differences within 10.	Full Coverage	12-14, 17, 19, 20, 22, 23, 25, 27, 29, 30, 32-46, 48-60, 63, 66, 68, 70, 72, 75-80, 82-85, 87
K.3C	Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	Full Coverage	11-20, 22-25, 27, 29, 30, 32-41, 43-60, 63, 66, 68, 70-73, 75-80, 82-85, 87
K.4	Identify US coins by name, including pennies, nickels, dimes, and quarters.	No Coverage	
K.5	Recite numbers up to at least 100 by ones and tens beginning with any given number.	Partial Coverage	15, 21, 37, 43, 47, 50-53, 59, 77, 78, 80-85 *Counting up to 20 by ones is covered; counting up to 95 by tens is covered; counting by ones beyond 20 and by tens beyond 95 is not covered*
K.6A	Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	Partial Coverage	3, 57, 64, 66-69 *Circles, triangles, rectangles, and squares are covered; the fact that squares are a special case of a rectangle is not covered*
K.6B	Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.	Full Coverage	66-74
K.6C	Identify two-dimensional components of three-dimensional objects.	No Coverage	
K.6D	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	Partial Coverage	37, 64, 65, 75 *Informal language such as “sides” and “corners” is covered; formal language is not covered*
K.6E	Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	Partial Coverage	1, 3, 37, 64-75, 81 *Classification and sorting of regular shapes is covered; classification and sorting of irregular shapes is not covered*
K.6F	Create two-dimensional shapes using a variety of materials and drawings.	Partial Coverage	65 *Creating shapes by constructing them out of other materials is covered; drawing shapes is not covered*

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
K.7A	Give an example of a measurable attribute of a given object, including length, capacity, and weight.	Full Coverage	4, 5, 6, 86
K.7B	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	Full Coverage	4-6, 10, 86, 87
K.8A	Collect, sort, and organize data into two or three categories.	Full Coverage	1, 2, 7, 8, 18, 26, 27, 29, 58, 61, 64
K.8B	Use data to create real-object and picture graphs.	No Coverage	
K.8C	Draw conclusions from real-object and picture graphs.	No Coverage	
K.9A	Identify ways to earn income.	No Coverage	
K.9B	Differentiate between money received as income and money received as gifts.	No Coverage	
K.9C	List simple skills required for jobs.	No Coverage	
K.9D	Distinguish between wants and needs and identify income as a source to meet one’s wants and needs	No Coverage	

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TEKS Coverage • 1st Grade

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
1.2A	recognize instantly the quantity of structured arrangements;	Partial Coverage	*We do not cover subitizing specifically, but we do expect students to instantly recognize arrangements of dots up to five when we use dot cards*
1.2B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;	Partial Coverage	13, 43, 51, 64, 69 *Using concrete and pictorial models to compose and decompose in multiple ways for all numbers up to 10 and multiples of 10 up to 100 are all covered; doing so in more than one way for numbers greater than 10 that are not multiples of 10 is not covered - for those numbers only one way is typically covered*
1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;	Full Coverage	13, 16-19, 42-47, 50-51, 53, 55-67, 69, 70, 72-74, 76-79, 81, 84, 89-91, 94-107
1.2D	generate a number that is greater than or less than a given whole number up to 120;	Partial Coverage	2, 5 *Finding a number that is one more or one less than any number less than 100 is covered; doing so for numbers 100 and above or finding any number that is greater or less is not covered*
1.2E	use place value to compare whole numbers up to 120 using comparative language;	Full Coverage	42, 43, 46, 47, 52, 53, 56-57, 63-65, 68, 74, 84-85, 87, 91, 102-105
1.2F	order whole numbers up to 120 using place value and open number lines;	Partial Coverage	52, 65 *Comparing numbers up to 120 using place value is covered; ordering numbers up to 100 is covered; ordering numbers above 100 and open number lines are not covered*
1.2G	represent the comparison of two numbers to 100 using the symbols >, <, or =.	Full Coverage	2, 5, 10, 16-17, 28, 35, 42-43, 46, 47, 52, 53, 57, 63-65, 68, 73-74, 79, 81, 84, 85, 87, 91, 102-105

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
1.3A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;	Full Coverage	13, 16, 19, 54, 66, 79, 83, 85, 91, 93, 95
1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;	Full Coverage	15-23, 25-29, 31-41, 43-40, 53-55, 57, 59-66, 68-75, 77-79, 81-89, 91-96, 98-100, 102-103, 105-106
1.3C	compose 10 with two or more addends with and without concrete objects;	Full Coverage	6, 15, 21-25, 27, 30, 35
1.3D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;	Full Coverage	13, 15, 17-43, 45-58, 61-63, 65-77, 79-80, 82-94, 96-105, 107
1.3E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences;	Full Coverage	21-22, 25-26, 29-36
1.3F	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.	No Coverage	
1.4A	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;	No Coverage	
1.4B	write a number with the cent symbol to describe the value of a coin;	No Coverage	
1.4C	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	No Coverage	
1.5A	recite numbers forward and backward from any given number between 1 and 120;	Full Coverage	1, 4-5, 11, 16, 17, 26, 31, 51-53, 65, 78, 82, 92, 103-105
1.5B	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;	Partial Coverage	106-107 *Skip counting up to 70 is covered; skip counting above 70 is not covered*

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
1.5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120;	Partial Coverage	28, 33, 35, 37, 39, 42-45, 47-48, 72, 82, 88-89, 102, 104 *Finding a number that is 10 more/less than any given number up to 20 is covered; finding a number that is 10 more/less than any given round number above 20 is covered; finding a number that is 10 more/less than any given non-round number above 20 is not covered*
1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;	Full Coverage	5-29, 31-41, 43-50, 53-55, 57, 59-66, 68-75, 77-79, 81-89, 91-96, 98-100, 102-103, 105-106
1.5E	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);	Full Coverage	14, 42-43, 46, 62, 94, 95, 97-104, 107
1.5F	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and	Partial Coverage	7-8, 10, 12-16, 19, 21, 31, 37, 57, 65, 67, 87-88, 94-104, 107 *Finding the unknown when it is one of three terms is covered; finding the unknown when it is one of four terms is not covered*
1.5G	apply properties of operations to add and subtract two or three numbers.	Full Coverage	10, 19-20
1.6A	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;	Partial Coverage	74 *Classifying and organizing two-dimensional shapes by their number of vertices is covered; doing so based on other attributes is not covered.*
1.6B	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;	Full Coverage	1, 50, 74, 78-79, 93
1.6C	create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;	No Coverage	
1.6D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;	Partial Coverage	1, 3, 28, 33, 72, 74 *Identifying circles, triangles, rectangles, squares, and hexagons is covered; squares as special cases of rectangles and rhombuses are not covered*

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
1.6E	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;	Partial Coverage	78-80, 86-87, 92 *Identifying spheres, cones, cylinders, rectangular prisms, and triangular prisms is covered; describing their attributes using formal geometric language is not covered*
1.6F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;	Partial Coverage	18, 41 *Composing two-dimensional shapes is covered, but every instance involves composing it in only one way*
1.6G	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and	Full Coverage	72
1.6H	identify examples and non-examples of halves and fourths.	Full Coverage	72, 74-75
1.7A	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;	No Coverage	
1.7B	illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;	Full Coverage	68-70, 75, 79, 81, 88
1.7C	measure the same object/distance with units of two different lengths and describe how and why the measurements differ;	Full Coverage	70-71, 75, 77
1.7D	describe a length to the nearest whole unit using a number and a unit;	No Coverage	
1.7E	tell time to the hour and half hour using analog and digital clocks	Full Coverage	83-86, 88-89
1.8A	collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;	Partial Coverage	3
1.8B	use data to create picture and bar-type graphs;	No Coverage	
1.8C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	No Coverage	
1.9A	define money earned as income;	No Coverage	

Standard	Statement of the Standard	Coverage	Lessons Covering Standard
1.9B	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;	No Coverage	
1.9C	distinguish between spending and saving;	No Coverage	
1.9D	consider charitable giving.	No Coverage	