

Priority Standards

Math

Grades K-5th

1st Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.CC.1 Count to 100 by ones and by tens.	1.NBT.1: Counting to 120, starting at any number less than 120.	2.OA.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,	3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100. (Note A range of algorithms may be used)	4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	5.NBT.3: Read, write, and compare decimals to thousandths.
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	1.NBT.2a: Understand that two digits are a two-digit number represents amounts of tens and ones (bundles)	2.NBT.1 a/b Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. (a) 100 can be thought of as a bundle of ten tens called a "hundred." (b) Understand the following as speical cases: 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 0 ones.)	3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relation	4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbolsto record the results of comparisons.	5.NBT.4: Use place value understanding to round decimals to any place.
K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality: 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.	1.OA.1: Use addition and subtraction with 20 to solve word problems.	2.NBT.2 Count within 1,000; skip-counts by 5s, 10s, and 100s.	3.OA.8(Add/Subtract): Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Addition and Subtraction only)	4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.	5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.
K.G.2 Correctly name shapes regardless of their orientations or overall size.	1.OA.5: Relate counting to addition and subtraction	2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.		4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.	5.NBT.6: Find whole-number quotients of whole numbers up to four-digit dividends and two-digit divisors ...
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. NOTE: Limit category counts to be less than or equal to 10	1.MD.4: Organize, represent, and interpret data up to three categories			4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret $35=5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value

2nd Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
<p>K.CC.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>1.NBT.2: Understand that two digits of a two-digit number represents amounts of tens and ones.</p>	<p>2.NBT.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>3.OA.1: Interpret products of whole numbers e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p>	<p>4.NBT.5: Multiply a whole number of up to four digits by a one digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations, illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>
<p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. NOTE: Include groups with up to ten objects.</p>	<p>1.NBT.3: Comparing two two-digit numbers using $<$, $>$, and $=$.</p>	<p>2.NBT.7 Add and subtract within 1,000, 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</p>	<p>3.OA.3 (Multiplication): Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
<p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p>		<p>3.OA.8 (Multiplication): Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Addition and Subtraction only)</p>	<p>4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison. e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>5.OA.3: Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pair on a coordinate plane.</p>
<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>1.OA.3: Apply properties of operations as strategies to add & subtract.</p>		<p>3.MD.5a: Recognize area as an attribute of plane figures and understand concepts of area measurement: A square with side length 1 unit, called "a square unit" is said to have one square unit of area and can be used to measure area.</p>	<p>4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),</p>	<p>5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane...</p>
<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. NOTE: Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p>	<p>1.MD.3: Tell and write time to the hour and half hour</p>		<p>3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>4.NF.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<p>5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>

3rd Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	1.NBT.4: Add within 100.	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fraction with equivalent fractions.
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1.NBT.5: Mentally add 10 more or 10 less to a given number.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	3.OA.3 (division): Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	4.MD.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators
K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	1.OA.4: Understand subtraction as an unknown addend problem.	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: if you have 2 dimes and pennies, how many cents do you have?	3.OA.7 (mult./Div.): Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	4.NF.2: Compare two fractions with different numerators and different denominators, e.g. by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g. by using a visual fraction model.	5.NF.3: Interpret a fraction as division of the numerator by the denominator.
K.MD.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. For example, directly compare the heights of two children and describe one child as taller/shorter.	1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.		3.OA.8 (division): Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Addition and Subtraction only)	4.NF.3A: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	5.NF.4: Apply & extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
K.OA.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.	1.G.A.3: Partitioning circle and rectangles into two and four equal shares using vocabulary such as halves, fourths, etc..		3.NF.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	4.NF.3B: Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g. by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 = 1/8$.	5.NF.7: Apply & extend previous understandings of division to divide unit fractions by a whole number & whole number by unit fraction.

4th Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.NBT.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.	1.NBT.6: Subtract multiples of 10 within 10-90.	2.OA.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	3.OA.8 (Add, Sub, Mult): Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Addition and Subtraction only)	4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	5.MD.1 *: Convert among different-sized standard measurement units within a given measurement system and these conversions....
K.G.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).	1.MD.1: Order 3 objects by length.	2.MD.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.	3.MD.1: tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes e.g., by number line diagram.	4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot, find and interpret the difference in length	5.MD.4 *: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
K.OA.5 Fluently add and subtract within 5.	1.MD.2: Express the length of an objects as a	2.G.1	3.NF.3: Explain equivalence of fractions in	4.G.1: Draw points, lines, line segments,	5.MD.5: Relate volume to the operations of
K.G.1 Describe objects in the environment using	1.GA.1: Defining vs. Non defining attributes of a	2.G.3		4.G.2: Classify two-dimensional figures based	
K.OA.3 Decompose numbers less than or equal	1.GA.2: Composing two and three dimensional			4.G.3: Recognize a line of symmetry for a two-	