K	1	2	3	4	5	6	7	8
K.OA.2	**1.OA.2**	**2.OA.1**	**3.OA.3**	**4.OA.3**	**5.NF.2**	**6.NS.1**	**7.NS.3**	**8.EE.8c**
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects drawings and equations with a symbol for the unknown number to represent the problem.	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	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.	Solve multi-step 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.	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers…	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem…	Solve real-world and mathematical problems involving the four operations with rational numbers.	Solve real-world and mathematical problems leading to two linear equations in two variables…
K.OA.3				**4.NF.3b**				
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).				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…				

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K.NBT.1	1.NBT.2	2.NBT.1	3.NBT.1	4.NBT.1	5.NBT.1			
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.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a.10 can be thought of as a bundle of ten ones – called a "ten."b.The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a.100 can be thought of as a bundle of ten tens – called a "hundred."b, 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 and 0 ones).	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	4.NBT.1 Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right...	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.			
	1.OA.3	2.NBT.9	3.OA.5	4.NBT.6	5.NBT.7	6.EE.3	7.EE.1	8.EE.7b
	Apply properties of operations as strategies to add and subtract...	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Apply properties of operations as strategies to multiply and divide….	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.	Add, subtract, multiply, and divide decimals to hundredths, 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 and explain the reasoning used.	Apply the properties of operations to generate equivalent expressions...	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

K	1	2	3	4	5	6	7	8
K.OA.5	**1.OA.6**	**2.OA.5**	**3.OA.7**	**4.NBT.4**	**5.NBT.5**	**6.NS.3**		
Fluently add and subtract within 5.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Fluently multiply multi-digit whole numbers using the standard algorithm.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm.		

K	1	2	3	4	5	6	7	8
						6.EE.7	**7.EE.4**	**8.EE.8**
						Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p,\ q$ and x are all nonnegative rational numbers.	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r,$ where $p,\ q,$ and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach... b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where $p, q,$ and r are specific rational numbers. Graph the solution set of the inequality and intrept it in the context of the problem....	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection... c. Solve real-world and mathematical problems leading to two linear equations in two variables...

K	1	2	3	4	5	6	7	8
		2.MD.6	**3.NF.2**			**6.NS.6**		
		Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2 …, and represent whole-number sums and differences within 100 on a number line.	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. b. Represent a fraction *a/b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.			Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c.Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		