

MAFS: Mathematics Standards

GRADE: K

Domain: COUNTING AND CARDINALITY

Cluster 1: Know number names and the count sequence.

STANDARD CODE	STANDARD
MAFS.K.CC.1.1	Count to 100 by ones and by tens. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Count to tell the number of objects.

STANDARD CODE	STANDARD
MAFS.K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. 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. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.K.CC.2.5	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. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 3: Compare numbers.

STANDARD CODE	STANDARD
MAFS.K.CC.3.6	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.

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: OPERATIONS AND ALGEBRAIC THINKING

Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

STANDARD CODE	STANDARD
MAFS.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.2	Solve addition and subtraction word problems ¹ , and add and subtract within 10, e.g., by using objects or drawings to represent the problem (¹ Students are not required to independently read the word problems.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.3	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 $5 = 4 + 1$). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.4	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.5	Fluently add and subtract within 5. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

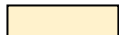
Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Work with numbers 11–19 to gain foundations for place value.

STANDARD CODE	STANDARD
MAFS.K.NBT.1.1	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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Domain: MEASUREMENT AND DATA

Cluster 1: Describe and compare measurable attributes.

STANDARD CODE	STANDARD
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.MD.1.2	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.MD.1.a	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
Moved from Grade 1	

Cluster 2: Classify objects and count the number of objects in each category.

STANDARD CODE	STANDARD
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

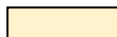
Domain: GEOMETRY

Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

STANDARD CODE	STANDARD
MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). <i>Cognitive Complexity:</i> Level 1: Recall

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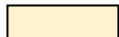


Cluster 2: Analyze, compare, create, and compose shapes.

STANDARD CODE	STANDARD
MAFS.K.G.2.4	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). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
MAFS.K.G.2.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.K.G.2.6	Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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GRADE: 1

Domain: OPERATIONS AND ALGEBRAIC THINKING

Cluster 1: Represent and solve problems involving addition and subtraction.

STANDARD CODE	STANDARD
MAFS.1.OA.1.1	<p>Use addition and subtraction within 20 to solve word problems¹ involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (¹Students are not required to independently read the word problems.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.1.OA.1.2	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Understand and apply properties of operations and the relationship between addition and subtraction.

STANDARD CODE	STANDARD
MAFS.1.OA.2.3	<p>Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.1.OA.2.4	<p>Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Add and subtract within 20.

STANDARD CODE	STANDARD
MAFS.1.OA.3.5	<p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.1.OA.3.6	<p>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 a 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 4: Work with addition and subtraction equations.

STANDARD CODE	STANDARD
MAFS.1.OA.4.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.OA.4.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Extend the counting sequence.

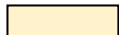
STANDARD CODE	STANDARD
MAFS.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Understand place value.

STANDARD CODE	STANDARD
MAFS.1.NBT.2.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 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). d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.NBT.2.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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Cluster 3: Use place value understanding and properties of operations to add and subtract.

Additional Cluster

• Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.1.NBT.3.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.NBT.3.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

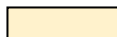
Domain: MEASUREMENT AND DATA

Cluster 1: Measure lengths indirectly and by iterating length units.

STANDARD CODE	STANDARD
MAFS.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.MD.1.2 moved to K	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.MD.1.a	Understand how to use a ruler to measure length to the nearest inch. <ul style="list-style-type: none"> a. Recognize that the ruler is a tool that can be used to measure the attribute of length. b. Understand the importance of the zero point and end point and that the length measure is the span between two points. c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

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Cluster 2: Tell and write time.	
STANDARD CODE	STANDARD
MAFS.1.MD.2.3	Tell and write time in hours and half-hours using analog and digital clocks. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.1.MD.2.a	Identify and combine values of money in cents up to one dollar working with a single unit of currency ¹ . <ul style="list-style-type: none"> a. Identify the value of coins (pennies, nickels, dimes, quarters). b. Compute the value of combinations of coins (pennies and/or dimes). c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (¹Students are not expected to understand the decimal notation for combinations of dollars and cents.)

Cluster 3: Represent and interpret data.	
Supporting Cluster	
<ul style="list-style-type: none"> • Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters. 	
STANDARD CODE	STANDARD
MAFS.1.MD.3.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

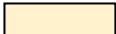


Domain: GEOMETRY	
Cluster 1: Reason with shapes and their attributes.	
Supporting Cluster	
<ul style="list-style-type: none"> • Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters. 	
STANDARD CODE	STANDARD
MAFS.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape,

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	and compose new shapes from the composite shape. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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GRADE: 2

Domain: OPERATIONS AND ALGEBRAIC THINKING

Cluster 1: Represent and solve problems involving addition and subtraction.

STANDARD CODE	STANDARD
MAFS.2.OA.1.1	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.2.OA.1.a	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\quad} + 18$, $? - 6 = 13 - 4$, and $15 - 9 = 6 + \square$.

Cluster 2: Add and subtract within 20.

STANDARD CODE	STANDARD
MAFS.2.OA.2.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 3: Work with equal groups of objects to gain foundations for multiplication.

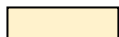
STANDARD CODE	STANDARD
MAFS.2.OA.3.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.2.OA.3.4	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. <i>Cognitive Complexity:</i> Level 1: Recall

Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Understand place value.

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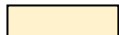
STANDARD CODE	STANDARD
MAFS.2.NBT.1.1	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>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).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.NBT.1.2	<p>Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.2.NBT.1.3	<p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.2.NBT.1.4	<p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Use place value understanding and properties of operations to add and subtract.

STANDARD CODE	STANDARD
MAFS.2.NBT.2.5	<p>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><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.2.NBT.2.6	<p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.2.NBT.2.7	<p>Add and subtract within 1000, 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 adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.NBT.2.8	<p>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.2.NBT.2.9	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

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Domain: MEASUREMENT AND DATA

Cluster 1: Measure and estimate lengths in standard units.

STANDARD CODE	STANDARD
MAFS.2.MD.1.1	<p>Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.MD.1.2	<p>Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. <i>Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.</i></p> <p style="border: 1px solid red; padding: 2px;">The following appears in the CCSS for this standard: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.MD.1.3	<p>Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.MD.1.4	<p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Relate addition and subtraction to length.

STANDARD CODE	STANDARD
MAFS.2.MD.2.5	<p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.MD.2.6	<p>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 diagram.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Work with time and money.

STANDARD CODE	STANDARD
MAFS.2.MD.3.7	<p>Tell and write time from analog and digital clocks to the nearest five minutes.</p> <p style="border: 1px solid red; padding: 2px;">Omitted "using am and pm"</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.2.MD.3.8	<p>Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$</p>

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	<p>and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations¹. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?</p> <ol style="list-style-type: none"> Identify the value of coins and paper currency. Compute the value of any combination of coins within one dollar. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?). Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar). <p>(¹See glossary Table 1)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
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<p>Cluster 4: Represent and interpret data.</p> <p>Major Cluster</p> <ul style="list-style-type: none"> Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters. 	
STANDARD CODE	STANDARD
MAFS.2.MD.4.10	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.2.MD.4.9	<p>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

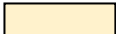


<p>Domain: GEOMETRY</p>	
<p>Cluster 1: Reason with shapes and their attributes.</p> <p>Supporting Cluster</p> <ul style="list-style-type: none"> Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters. 	
STANDARD CODE	STANDARD
MAFS.2.G.1.1	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>

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	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.2.G.1.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.2.G.1.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
	<i>Cognitive Complexity:</i> Level 1: Recall

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GRADE: 3

Domain: OPERATIONS AND ALGEBRAIC THINKING

Cluster 1: Represent and solve problems involving multiplication and division.

Major Cluster

- Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.OA.1.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.3.OA.1.2	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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.3.OA.1.3	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.3.OA.1.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i> <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Understand properties of multiplication and the relationship between multiplication and division.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.OA.2.5	Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>

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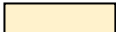

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.3.OA.2.6	Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Multiply and divide within 100.	
Major Cluster	
<ul style="list-style-type: none"> • Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters. 	
STANDARD CODE	STANDARD
MAFS.3.OA.3.7	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.
	<i>Cognitive Complexity:</i> Level 1: Recall

Cluster 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
Major Cluster	
<ul style="list-style-type: none"> • Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters. 	
STANDARD CODE	STANDARD
MAFS.3.OA.4.8	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.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.3.OA.4.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Domain: NUMBER AND OPERATIONS IN BASE TEN
Cluster 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.
Additional Cluster

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• Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.3.NBT.1.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.3.NBT.1.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. <i>Cognitive Complexity:</i> Level 1: Recall

Domain: NUMBER AND OPERATIONS - FRACTIONS

Cluster 1: Develop understanding of fractions as numbers.

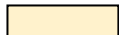
Major Cluster

• Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.NF.1.1	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 $1/b$. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.3.NF.1.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ol style="list-style-type: none"> 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. 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.3.NF.1.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <ol style="list-style-type: none"> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

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	<p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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Domain: MEASUREMENT AND DATA

Cluster 1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Major Cluster

- Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.MD.1.1	<p>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 representing the problem on a number line diagram.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.3.MD.1.2	<p>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p> <p>Omitted: "e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem."</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Represent and interpret data.

Supporting Cluster

- Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

Examples of Opportunities for In-Depth Focus

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole- number problems involving such quantities.

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STANDARD CODE	STANDARD
MAFS.3.MD.2.3	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.3.MD.2.4	<p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>



Cluster 3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Major Cluster

• Don’t ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.MD.3.5	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.3.MD.3.6	<p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.3.MD.3.7	<p>Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>

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Cluster 4: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Additional Cluster

- Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.MD.4.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
<u>Cognitive Complexity</u> : Level 2: Basic Application of Skills & Concepts	

Domain: GEOMETRY

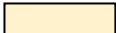


Cluster 1: Reason with shapes and their attributes.

Supporting Cluster

- Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.3.G.1.1	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.
<u>Cognitive Complexity</u> : Level 2: Basic Application of Skills & Concepts	
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
<u>Cognitive Complexity</u> : Level 1: Recall	

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GRADE: 4

Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Use the four operations with whole numbers to solve problems.	
Major Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.4.OA.1.1	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. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.4.OA.1.2	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.4.OA.1.3	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.4.OA.1.a	Determine whether an equation is true or false by using comparative relational thinking. <i>For example, without adding 60 and 24, determine whether the equation $60 + 24 = 57 + 27$ is true or false.</i>
MAFS.4.OA.1.b	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. <i>For example, solve $76 + 9 = n + 5$ for n by arguing that nine is four more than five, so the unknown number must be four greater than 76.</i>

Cluster 2: Gain familiarity with factors and multiples.	
Supporting Cluster	
Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	STANDARD
MAFS.4.OA.2.4	investigate factors and multiples. All they did was add the title and bullet what was in narrative form in the CCSS <ul style="list-style-type: none"> a. Find all factor pairs for a whole number in the range 1–100. b. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. c. Determine whether a given whole number in the range 1–100 is prime or

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	<p style="text-align: center;">composite.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
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Cluster 3: Generate and analyze patterns.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.OA.3.5	<p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Generalize place value understanding for multi-digit whole numbers.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.NBT.1.1	<p>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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.4.NBT.1.2	<p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.4.NBT.1.3	<p>Use place value understanding to round multi-digit whole numbers to any place.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

Cluster 2: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

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STANDARD CODE	STANDARD
MAFS.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.4.NBT.2.5	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.4.NBT.2.6	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: NUMBER AND OPERATIONS - FRACTIONS

Cluster 1: Extend understanding of fraction equivalence and ordering.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.NF.1.1	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
MAFS.4.NF.1.2	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

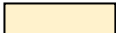


Cluster 2: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.NF.2.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

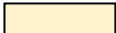


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	<p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
MAFS.4.NF.2.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i></p> <p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i></p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

<p>Cluster 3: Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Major Cluster</p> <p>Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.</p>	
STANDARD CODE	STANDARD
MAFS.4.NF.3.5	<p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>
MAFS.4.NF.3.6	<p>Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>

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	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.4.NF.3.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: MEASUREMENT AND DATA

Cluster 1: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.MD.1.1	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. <i>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), ...</i>
	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.4.MD.1.2	Use the four operations to solve word problems ¹ involving distances, intervals of time, and money, including problems involving simple fractions or decimals ² . Represent fractional quantities of distance and intervals of time using linear models. (¹ See glossary Table 1 and Table 2) (² Computational fluency with fractions and decimals is not the goal for students at this grade level.)
	Omitted: liquid volumes, masses of objects, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>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.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Represent and interpret data.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.MD.2.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$,

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	1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 3: Geometric measurement: understand concepts of angle and measure angles.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.4.MD.3.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: <ul style="list-style-type: none"> a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.4.MD.3.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.4.MD.3.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: GEOMETRY

Cluster 1: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

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MAFS.4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.4.G.1.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

GRADE: 5

Domain: OPERATIONS AND ALGEBRAIC THINKING

Cluster 1: Write and interpret numerical expressions.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.OA.1.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.5.OA.1.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i> <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Analyze patterns and relationships.

Additional Cluster

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STANDARD CODE	STANDARD
MAFS.5.OA.2.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Understand the place value system.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.NBT.1.1	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. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.5.NBT.1.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.5.NBT.1.3	Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.5.NBT.1.4	Use place value understanding to round decimals to any place. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Perform operations with multi-digit whole numbers and with decimals to hundredths.

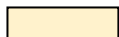
Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.NBT.2.5	Fluently multiply multi-digit whole numbers using the standard algorithm. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.5.NBT.2.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-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.

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	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.5.NBT.2.7	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.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: NUMBER AND OPERATIONS - FRACTIONS

Cluster 1: Use equivalent fractions as a strategy to add and subtract fractions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.NF.1.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.5.NF.1.2	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. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.NF.2.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.5.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction or

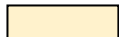
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	<p>whole number by a fraction.</p> <ol style="list-style-type: none"> Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i> Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts</p>
MAFS.5.NF.2.5	<p>Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"> Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>
MAFS.5.NF.2.6	<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts</p>
MAFS.5.NF.2.7	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <ol style="list-style-type: none"> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i> Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts</p>

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Domain: MEASUREMENT AND DATA

Cluster 1: Convert like measurement units within a given measurement system.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.MD.1.1	<p>Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 2: Represent and interpret data.

Supporting Cluster

• Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.MD.2.2	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

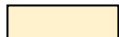
Major Cluster

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STANDARD CODE	STANDARD
MAFS.5.MD.3.3	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ol style="list-style-type: none"> a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

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	<i>Cognitive Complexity:</i> Level 1: Recall
MAFS.5.MD.3.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.5.MD.3.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <ul style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Domain: GEOMETRY

Cluster 1: Graph points on the coordinate plane to solve real-world and mathematical problems.

Additional Cluster

Don't ...Sort clusters from Major to Supporting and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.5.G.1.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). <i>Cognitive Complexity:</i> Level 1: Recall
MAFS.5.G.1.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Classify two-dimensional figures into categories based on their properties.

Additional Cluster

Don't ...Sort clusters from Major to Supporting and then teach them in that order. To do so

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STANDARD CODE	STANDARD
MAFS.5.G.2.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
MAFS.5.G.2.4	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures. Omitted: "in a hierarchy based on properties" <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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