

West Fargo Math Standards

SUMMARY OF STANDARDS

Standard 1: Students understand and use basic and advanced concepts of number and number systems.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

Standard 6: Students use the five process standards defined by the National Council of Teachers of Mathematics

- **Process Standards include Problem Solving, Reasoning and Proof, Communication, Connections, and Representation.**
- **Process standards enable students to apply math skills in real world situations and deepen understanding of mathematical concepts.**
- **Process standards are not taught in isolation but are an integral part of all mathematical learning.**

The West Fargo Math Standards document is a resource and guide for all who use mathematics to educate the students of the West Fargo Public School District. This document was created using the NCTM publication, Principles and Standards for School Mathematics, the North Dakota Mathematics Standards, and the previous West Fargo Public Schools Math Standards. This resource document contains expectations based on the belief that all students will learn and understand important math concepts. This guide will be used to create focused and coherent lessons that drive classroom instruction. It is the intent of the Math Committee that these standards provide direction for teachers in order to improve mathematical instruction in the West Fargo Public School District.

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

West Fargo Public Schools Curriculum Matrix for Mathematics

Introduction

The following document provides a guide for mathematics instruction in Grades K-5. This document contains content standards with specific grade-level expectations. These expectations are categorized to show student progression in content areas over time. It also provides the grade level in which students will be assessed at the state level. Using this matrix, teachers can plan instruction so that students will develop understanding and become proficient mathematical thinkers over time. The categories included are Introduce, Focus, Assess, and Maintain. These stages can be characterized as follows:

Introduce	Teachers provide opportunities for students to label, discover, and experiment with this concept.
Focus	Teachers provide direction and support for students to learn and apply this idea and to connect it to prior learning.
Assess	Teachers assess student learning, skills, fluency and ability to apply concepts of the student expectation. Students must reach proficiency at this level.
Maintain	Teachers provide contexts for students to use their knowledge and skills as they develop fluency and further understanding with this idea.

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Number and Operation

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
Kindergarten							
K.1.1. NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS							
K.1.1.1. Count to 30	Introduce Focus Assess	Maintain					
K.1.1.2. Count backward from 10 to 1	Introduce Focus Assess	Maintain					
K.1.1.3. Demonstrate one-to-one correspondence by counting up to 30 objects	Introduce Focus Assess	Maintain					
K.1.1.4. Identify ordinal numbers to order objects, 1 st - 5 th	Introduce Focus Assess	Maintain					
K.1.1.5. Identify and write numerals to 30	Introduce Focus Assess	Maintain					
K.1.1.6. Determine the relationship between two sets with 10 or fewer objects; i.e., less than, greater than, or equal to	Introduce Focus Assess	Focus Maintain					
K.1.1.7. Use concrete materials to represent wholes and halves	Introduce Focus Assess	Focus Maintain					
K.1.1.8. Determine the number of objects in a set when one object is added or subtracted up to 10	Introduce Focus Assess	Focus Maintain					
K.1.1.9. Explain how to solve story and picture problems	Introduce Focus Assess	Focus Maintain					
K.1.2. OPERATIONS AND THEIR PROPERTIES <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
K.1.3. COMPUTATIONAL FLUENCY AND ESTIMATION <i>No benchmark expectations at this level</i>							
Grade 1							
1.1.1. NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS							
1.1.1.1. Count and order numbers to 100	Introduce	Focus Assess	Maintain				
1.1.1.2. Identify and write numerals to 100	Introduce	Focus Assess	Maintain				
1.1.1.3. Count backward from 20	Introduce	Focus Assess	Maintain				
1.1.1.4. Count by 2's to 20, 5's to 50 and 10's to 100	Introduce	Focus Assess	Maintain				
1.1.1.5. Group objects by 2's, 5's, and 10's	Introduce	Focus Assess	Maintain				
1.1.1.6. Identify position using ordinal numbers 1 st -12 th	Introduce	Focus Assess	Maintain				
1.1.1.7. Connect number words and numerals to the quantities they represent (0 - 12)	Introduce	Introduce Focus Assess	Maintain				
1.1.1.8. Represent and explain fractions (i.e., one half, one fourth) as part of a whole and part of a set using concrete materials/drawings	Introduce	Introduce Focus Assess	Maintain				

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
1.1.1.9. Identify place value for ones and tens	Introduce	Introduce Focus Assess	Maintain				
1.1.1.10. Compare two digit numbers using symbols, i.e., >, <, =		Introduce Focus Assess	Focus Maintain	Maintain			
1.1.1.11. Use grade-appropriate terms when communicating about addition and subtraction; i.e., sum, difference		Introduce Focus Assess	Focus Maintain	Maintain			
1.1.2. OPERATIONS AND THEIR PROPERTIES							
1.1.2.1. Use symbols to write addition and subtraction number sentences; i.e., +, -, =	Introduce	Introduce Focus Assess	Maintain				
1.1.3. COMPUTATIONAL FLUENCY AND ESTIMATION							
1.1.3.1. Recall addition facts and subtraction facts 0-10		Introduce Focus Assess	Focus Maintain	Maintain			
1.1.3.2. Estimate the number of objects and check by counting	Introduce	Focus Assess	Maintain	Maintain	Maintain	Maintain	
1.1.3.3. Use one-digit addition and subtraction to solve real world and mathematical problems	Introduce	Introduce Focus Assess	Focus Maintain	Maintain			
1.1.3.4. Find the sum of three one-digit numbers		Introduce Focus Assess	Maintain				

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
Grade 2							
2.1.1. NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS							
2.1.1.1. Count and order numbers up to 1,000		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.1.1.2. Count backward from 100			Introduce Focus Assess	Maintain			
2.1.1.3. Count by 2's, 5's, and 10's from any given whole number		Introduce	Introduce Focus Assess	Maintain			
2.1.1.4. Identify and write numerals to 1,000		Introduce	Introduce Focus Assess	Maintain			
2.1.1.5. Connect number words and numerals to the quantities they represent up to 100			Introduce Focus Assess	Maintain			
2.1.1.6. Demonstrate, identify, and explain the difference between odd and even numbers using concrete objects or drawings		Introduce	Introduce Focus Assess	Maintain			
2.1.1.7. Identify place value through the hundreds place		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.1.1.8. Compare numbers to 1,000 using the symbols $>$, $<$, $=$		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
2.1.1.9. Round numbers to tens and hundreds			Introduce Focus Assess	Focus Maintain	Maintain		
2.1.1.10. Use grade-appropriate terms when communicating about addition and subtraction, i.e., addend, sum, difference		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.1.1.11. Represent and explain fractions (i.e., one half, one third, one fourth, one sixth and one eighth) as part of a whole and part of a set		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.1.2. OPERATIONS AND THEIR PROPERTIES							
2.1.2.1. Select an operation to solve problems involving addition and subtraction of whole numbers		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.1.2.2. Demonstrate the inverse relationship between addition and subtraction; e.g., $3+4 = 7$, $7-4 = 3$		Introduce	Introduce Focus Assess	Maintain			
2.1.2.3. Model multiplication using equal sets of objects and repeated addition			Introduce Focus Assess	Focus Maintain	Maintain		
2.1.2.4. Add and subtract two-digit whole numbers between 0 and 100 with or without regrouping		Introduce	Introduce Focus Assess	Maintain			
2.1.3. COMPUTATIONAL FLUENCY AND ESTIMATION							
2.1.3.1. Recall addition facts and subtraction facts 0-18		Introduce Focus	Introduce Focus Assess	Focus Maintain	Maintain	Maintain	
2.1.3.2. Estimate whole number sums and differences			Introduce Focus Assess	Focus Maintain	Focus Maintain	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
Grade 3							
3.1.1. NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS							
3.1.1.1. Count and order numbers up to 10,000			Introduce	Introduce Focus Assess	Maintain		
3.1.1.2. Read and write numerals to 10,000				Introduce Focus Assess	Maintain		
3.1.1.3. Represent numbers up to 10,000 in standard, expanded, and word form			Introduce	Introduce Focus Assess	Maintain	Maintain	
3.1.1.4. Identify and explain the concept of odd and even whole numbers from 0 to 10,000			Introduce	Focus Assess	Maintain		
3.1.1.5. Identify place values from ten-thousands through the hundredths place				Introduce Focus Assess	Focus	Focus Maintain	Maintain
3.1.1.6. Compare numbers to 10,000 using the symbols $>$, $<$, $=$			Introduce	Introduce Focus Assess	Maintain		
3.1.1.7. Use mathematical terms when communicating about computations; i.e., factor, product, divisor, dividend, quotient				Introduce Focus Assess	Focus Maintain	Focus Maintain	
3.1.1.8. Round numbers to tens, hundreds, and thousands			Introduce	Introduce Focus Assess	Focus Maintain	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
3.1.1.9. Represent fractions and mixed numbers using words, numerals, and physical models				Introduce Focus Assess	Focus Maintain	Maintain	
3.1.1.10. Model, represent, and explain the concept of multiplication; i.e., repeated addition, rectangular arrays, and skip counting			Introduce	Introduce Focus Assess	Focus Maintain		
3.1.1.11. Model, represent, and explain the concept of division; i.e., repeated subtraction, rectangular arrays, and equal sharing				Introduce Focus Assess	Focus Maintain		
3.1.1.12. Use a variety of methods and tools for problem solving; e.g., computing, including mental math, paper and pencil, calculator, manipulatives		Introduce	Introduce	Introduce Focus Assess	Focus Maintain	Maintain	
3.1.2. OPERATIONS AND THEIR PROPERTIES							
3.1.2.1. Add and subtract whole numbers between 0 and 10,000			Introduce	Introduce Focus Assess	Focus Maintain	Maintain	
3.1.2.2. Model and use the commutative and associative properties of addition and multiplication			Introduce	Focus Assess	Maintain		
3.1.2.3. Apply the multiplication property of zero and one			Introduce	Focus Assess	Maintain		
3.1.2.4. Multiply two- and three-digit numbers by a single-digit number				Introduce Focus Assess	Focus Maintain	Maintain	
3.1.2.5. Divide two- and three-digit numbers by single-digit number without remainders				Introduce Focus Assess	Focus Maintain	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
3.1.2.6. Demonstrate the inverse relationships between multiplication and division				Introduce Focus Assess	Focus Maintain	Maintain	
3.1.2.7. Add and subtract simple fractions with like denominators; e.g., $1/4 + 2/4 = 3/4$				Introduce Focus Assess	Focus Maintain		
3.1.3. COMPUTATIONAL FLUENCY AND ESTIMATION							
3.1.3.1. Recall multiplication and division facts 0-10				Introduce Focus Assess	Focus Maintain	Maintain	
3.1.3.2. Estimate whole number products and quotients				Introduce Focus Assess	Focus Maintain	Maintain	
3.1.3.3. Use estimation to determine if solutions are reasonable			Introduce	Introduce Focus Assess	Focus Maintain	Maintain	Maintain
Grade 4							
4.1.1. NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS							
4.1.1.1. Identify place value from hundred thousands through the hundredths place				Introduce	Introduce Focus Assess	Focus Maintain	Maintain
4.1.1.2. Order and compare whole numbers to hundred thousands and decimals to hundredths using the symbols $>$, $<$, $=$				Introduce	Introduce Focus Assess	Focus Maintain	Maintain
4.1.1.3. Read and write numerals to hundred thousands				Introduce	Focus Assess	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
4.1.1.4. Round whole numbers to the nearest tens, hundreds, thousands, ten thousands, and hundred thousands				Introduce	Introduce Focus Assess	Maintain	
4.1.1.5. Represent numbers up to hundred thousands in standard, expanded, and word forms				Introduce	Focus Assess	Maintain	
4.1.1.6. Write tenths and hundredths as decimals and fractions				Introduce	Introduce Focus Assess	Focus Maintain	Maintain
4.1.1.7. Compare equivalent decimals and fractions; e.g., $5/10 = .5$				Introduce	Introduce Focus Assess	Focus Maintain	Maintain
4.1.1.8. Use mathematical terms when communicating about computations involving fractions; i.e., numerator and denominator				Introduce	Focus Assess	Maintain	
4.1.1.9. Explain the meaning of remainders in real-world situations					Introduce Focus Assess	Focus Maintain	Maintain
4.1.1.10. Determine what information is relevant for solving a problem		Introduce	Introduce	Introduce	Focus Assess	Maintain	Maintain
4.1.1.11. Use a variety of strategies to solve problems; e.g., guess and check, work backwards, draw pictures, use objects		Introduce	Introduce	Introduce	Focus Assess	Focus Maintain	Maintain
4.1.2. OPERATIONS AND THEIR PROPERTIES							
4.1.2.1. Add and subtract whole numbers between 0 and 100,000				Introduce	Focus Assess	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
4.1.2.2. Multiply multi-digit numbers by two-digit numbers					Introduce Focus Assess	Focus Maintain	Maintain
4.1.2.3. Divide multi-digit numbers by a single-digit number				Introduce	Introduce Focus Assess	Maintain	
4.1.2.4. Add and subtract fractions and mixed numbers with like denominators				Introduce	Introduce Focus Assess	Maintain	
4.1.2.5. Add and subtract decimals				Introduce	Introduce Focus Assess	Maintain	
4.1.2.6. Use the distributive property to simplify and perform computations					Introduce Focus Assess	Focus Maintain	Maintain
4.1.3. COMPUTATIONAL FLUENCY AND ESTIMATION							
4.1.3.1. Determine when a rounded solution is appropriate				Introduce	Focus Assess	Maintain	
4.1.3.2. Estimate computations of whole numbers, fractions, and decimals; i.e. estimate the sum of fractions and decimals					Introduce Focus Assess	Focus Maintain	Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
Grade 5							
5.1.1. NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS							
5.1.1.1. Identify place value from the billions through the thousandths place					Introduce	Introduce Focus Assess	Focus Maintain
5.1.1.2. Order and compare whole numbers using symbols		Introduce	Introduce	Introduce	Focus	Focus Assess	Maintain
5.1.1.3. Round whole numbers to the nearest million					Introduce	Introduce Focus Assess	Focus Maintain
5.1.1.4. Read and represent numbers to 1,000,000 in standard, expanded, and short word forms					Introduce	Focus Assess	Maintain
5.1.1.5. Place integers on a number line						Introduce Focus Assess	Focus Maintain
5.1.1.6. Use negative integers in real-world situations; e.g., thermometer reading, yardage in a football game						Introduce Focus Assess	Focus Maintain
5.1.1.7. Identify and explain the concept of prime and composite numbers					Introduce	Introduce Focus Assess	Focus Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
5.1.1.8. Round, order, and compare fractions with like and unlike denominators with and without symbols					Introduce	Introduce Focus Assess	Focus Maintain
5.1.1.9. Round, order, and compare decimals to the tenths, hundredths, and thousandths place with and without symbols						Introduce Focus Assess	Focus Maintain
5.1.1.10. Explain and demonstrate the concept of a percent						Introduce Focus Assess	Focus Maintain
5.1.1.11. Compare equivalent fractions, decimals, and percents; e.g., $75/100 = .75 = 75\%$					Introduce	Introduce Focus Assess	Focus Maintain
5.1.1.12. Represent ratios and percents as parts of a whole using models and pictures						Introduce Focus Assess	Focus Maintain
5.1.1.13. Explain and demonstrate the relationship between exponential notation and repeated multiplication; e.g., $3^2 = 3 \times 3$						Introduce Focus Assess	Focus Maintain
5.1.2. OPERATIONS AND THEIR PROPERTIES							
5.1.2.1. Add and subtract whole numbers between 0 and 1,000,000						Introduce Focus	Focus Assess Maintain
5.1.2.2. Use commutative, associative, and identity properties to solve problems				Introduce	Introduce Focus	Focus Assess	Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 1: Students understand and use basic and advanced concepts of number and number systems.							
	K	1	2	3	4	5	6
5.1.2.3. Use divisibility rules for 2, 5, and 10					Introduce	Focus Assess	Maintain
5.1.2.4. Determine the prime factors for a number using a factor tree						Introduce Focus Assess	Focus Maintain
5.1.2.5. Determine least common multiple					Introduce	Introduce Focus Assess	Focus Maintain
5.1.2.6. Determine greatest common factor						Introduce Focus Assess	Focus Maintain
5.1.2.7. Use order of operations, including parentheses, to evaluate numerical expressions					Introduce	Introduce Focus Assess	Focus Maintain
5.1.2.8. Multiply multi-digit numbers by three-digit numbers						Introduce Focus Assess	Focus Maintain
5.1.2.9. Divide multi-digit numbers by two-digit numbers with or without remainders						Introduce Focus Assess	Focus Maintain
5.1.2.10. Add and subtract improper fractions and mixed numbers with unlike denominators						Introduce Focus Assess	Focus Maintain
5.1.2.11. Add and subtract multi-digit decimals						Introduce Focus Assess	Focus Maintain
5.1.2.12. Multiply and divide multi-digit decimals						Introduce Focus Assess	Focus Maintain
5.1.3. COMPUTATIONAL FLUENCY AND ESTIMATION <i>No new benchmark expectations at this level.</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Geometry and Spatial Sense

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
Kindergarten							
K.2.1. TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS							
K.2.1.1. Identify, sort, and reproduce two-dimensional figures; i.e., circle, triangle, rectangle, and square	Introduce Focus Assess	Maintain					
K.2.1.2. Match a three-dimensional object with its stated name, i.e., cone, sphere, cube, cylinder (e.g., which of these is a cone?)	Introduce Focus Assess	Maintain					
K.2.2. COORDINATE GEOMETRY <i>No benchmark expectations at this level</i>							
K.2.3. TRANSFORMATION AND SYMMETRY <i>No benchmark expectations at this level</i>							
K.2.4. VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING							
K.2.4.1. Identify position and direction; i.e., inside, outside, between, above, below, behind, left, and right	Introduce Focus Assess	Maintain					

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
Grade 1							
1.2.1. TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS							
1.2.1.1. Identify, compare, draw, and sort two-dimensional figures; i.e., circle, triangle, rectangle, square, oval, and diamond	Introduce	Focus Assess	Maintain				
1.2.1.2. Identify three-dimensional objects; i.e., pyramid, cube, cone, cylinder, sphere	Introduce	Focus Assess	Maintain				
1.2.2. COORDINATE GEOMETRY <i>No benchmark expectations at this level</i>							
1.2.3. TRANSFORMATION AND SYMMETRY							
1.2.3.1. Identify lines of symmetry in two-dimensional figures	Introduce	Focus Assess	Maintain				
1.2.4. VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING							
1.2.4.1. Arrange and describe objects in space by proximity, position, and direction; e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of	Introduce	Focus Assess	Maintain				

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
Grade 2							
2.2.1. TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS							
2.2.1.1. Recognize geometric shapes and structures in their environment regardless of position and orientation in space		Introduce	Focus Assess	Maintain			
2.2.1.2. Use the number of sides, edges, and vertices to identify, describe, and sort three-dimensional objects; i.e., pyramid, cube, rectangular prism, cone, cylinder, and sphere		Introduce	Focus Assess	Maintain	Maintain		
2.2.1.3. Predict and demonstrate the results of putting together and taking apart shapes		Introduce	Focus Assess	Maintain	Maintain	Maintain	
2.2.2. COORDINATE GEOMETRY <i>No benchmark expectations at this level</i>							
2.2.3. TRANSFORMATION AND SYMMETRY							
2.2.3.1. Identify symmetrical shapes and draw their line of symmetry		Introduce	Focus Assess	Maintain	Maintain		
2.2.3.2. Identify congruent figures from a selection of similar figures			Introduce Focus Assess	Maintain			
2.2.4. VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
Grade 3							
3.2.1. TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS							
3.2.1.1. Compare physical attributes of two-dimensional shapes, i.e., square, triangle, rectangle, and parallelogram			Introduce	Focus Assess	Maintain		
3.2.1.2. Identify and describe the characteristics of a cylinder, pyramid, cube, sphere, and cone according to the faces, edges and vertices			Introduce	Focus Assess	Maintain	Maintain	
3.2.1.3. Identify points, endpoints, lines, line segments, rays, and angles and use symbols to represent them				Introduce Focus Assess	Focus Maintain	Maintain	
3.2.1.4. Identify and draw right angles				Introduce Focus Assess	Focus Maintain	Maintain	
3.2.2. COORDINATE GEOMETRY							
3.2.2.1. Use ordered pairs to identify the locations of points in a grid; e.g., (A,10) on a map			Introduce	Focus Assess	Maintain		
3.2.3. TRANSFORMATION AND SYMMETRY							
3.2.3.1. Identify and create shapes that have lines of symmetry			Introduce	Focus Assess	Maintain		
3.2.3.2. Identify two-dimensional shapes that are congruent or similar			Introduce	Focus Assess	Maintain		
3.2.4. VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
Grade 4							
4.2.1. TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS							
4.2.1.1. Analyze and describe the attributes of two- and three-dimensional shapes; i.e., circle, quadrilaterals (including trapezoid and rhombus), prisms and pyramids				Introduce	Focus Assess	Maintain	
4.2.1.2. Identify, describe, and model (e.g., using straws or other materials) acute, right and obtuse angles, parallel, perpendicular, and intersecting lines and line segments				Introduce	Focus Assess	Focus Maintain	
4.2.2. COORDINATE GEOMETRY <i>No benchmark expectations at this level</i>							
4.2.3. TRANSFORMATION AND SYMMETRY							
4.2.3.1. Recognize the changes in position and orientation of two-dimensional figures after transformations; i.e., flips (reflections), turns (rotations), and slides (translations)			Introduce	Introduce Focus	Focus Assess	Maintain	
4.2.3.2. Use motion geometry to show that shapes are congruent or similar					Introduce Focus Assess	Focus Maintain	
4.2.4. VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
Grade 5							
5.2.1. TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS							
5.2.1.1. Describe properties and attributes of two- and three-dimensional figures; i.e., obtuse angle, acute angle, radius, chord, diagonal, equilateral triangle, isosceles triangle, parallel lines, perpendicular lines, prisms, cylinders and pyramids					Introduce	Focus Assess	Maintain
5.2.1.2. Draw circles using a compass, and identify the components; i.e., radius, chord, diameter, center, and circumference					Introduce	Focus Assess	Maintain
5.2.1.3. Identify the attributes of an angle and draw angles using protractors						Introduce Focus Assess	Focus Maintain
5.2.1.4. Determine the degrees of the interior angles of triangles and quadrilaterals					Introduce	Introduce Focus Assess	Focus Maintain
5.2.1.5. Determine the characteristics of, and the relationships among, points, lines, line segments, rays, and planes					Introduce	Focus Assess	Focus Maintain
5.2.2. COORDINATE GEOMETRY							
5.2.2.1. Use ordered pairs in quadrant I of a coordinate grid						Introduce Focus Assess	Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 2: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.							
	K	1	2	3	4	5	6
5.2.3. TRANSFORMATION AND SYMMETRY							
5.2.3.1. Describe properties of congruent figures and use them to solve problems					Introduce	Introduce Focus Assess	Maintain
5.2.3.2. Identify the front, top, and side views of a model of a three-dimensional shape built with cubes					Introduce	Introduce Focus Assess	Maintain
5.2.4. VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
	K	1	2	3	4	5	6
Kindergarten							
K.3.1. DATA COLLECTION, DISPLAY, AND INTERPRETATION							
K.3.1.1. Sort objects according to a given attribute; e.g., use, size, color, shape	Introduce Focus Assess	Maintain					
K.3.1.2. Read and interpret picture graphs as sources of information	Introduce Focus Assess	Maintain					
K.3.2. PROBABILITY <i>No benchmark expectations at this level</i>							
K.3.3. STATISTICAL METHODS <i>No benchmark expectations at this level</i>							
K.3.4. PREDICTIONS, DATA ANALYSIS, AND INFERENCES <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
	K	1	2	3	4	5	6
Grade 1							
1.3.1. DATA COLLECTION, DISPLAY, AND INTERPRETATION							
1.3.1.1. Organize and display various forms of data in their world using charts and graphs; e.g., tally charts and bar graphs	Introduce	Focus Assess	Maintain				
1.3.1.2. Read and interpret tally charts and picture graphs as sources of information using the terms <i>more, less, and equal</i>	Introduce	Focus Assess	Maintain				
1.3.1.3. Sort objects by a common attribute	Introduce	Focus Assess	Maintain				
1.3.2. PROBABILITY <i>No benchmark expectations at this level</i>							
1.3.3. STATISTICAL METHODS <i>No benchmark expectations at this level</i>							
1.3.4. PREDICTIONS, DATA ANALYSIS, AND INFERENCES <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
	K	1	2	3	4	5	6
Grade 2							
2.3.1. DATA COLLECTION, DISPLAY, AND INTERPRETATION							
2.3.1.1. Sort and classify objects according to their attributes and organize data about the objects; e.g., Venn diagrams, graphs, tables	Introduce	Introduce	Focus Assess	Maintain			
2.3.1.2. Demonstrate that one set of data can be represented in a variety of ways; i.e. pictograph, bar graph, table		Introduce	Focus Assess	Maintain			
2.3.1.3. Formulate and answer simple questions from data represented by graphs		Introduce	Focus Assess	Maintain			
2.3.2. PROBABILITY <i>No benchmark expectations at this level</i>							
2.3.3. STATISTICAL METHODS <i>No benchmark expectations at this level</i>							
2.3.4. PREDICTIONS, DATA ANALYSIS, AND INFERENCES							
2.3.4.1. Record results of activities involving chance (e.g., coin flips, dice rolls) and make reasonable predictions based upon data		Introduce	Focus Assess	Maintain			
2.3.4.2. Describe the likelihood of an event; e.g., more likely, less likely, certain, impossible		Introduce	Focus Assess	Maintain			

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
	K	1	2	3	4	5	6
Grade 3							
3.3.1. DATA COLLECTION, DISPLAY, AND INTERPRETATIONS							
3.3.1.1. Identify different parts of a graph; i.e., title, labels (bottom and side of graph), scale, key, and data			Introduce	Focus Assess	Maintain	Maintain	
3.3.1.2. Display and interpret graphs with symbols or pictures representing more than one object or event			Introduce	Focus Assess	Maintain	Maintain	
3.3.1.3. Solve problems based on data displayed on a graph			Introduce	Focus Assess	Maintain	Maintain	
3.3.1.4. Interpret the data represented by Venn Diagrams including the elements of union and intersection			Introduce	Focus Assess	Maintain		
3.3.2. PROBABILITY							
3.3.2.1. Use a simple probability experiment to collect data, display the data in a graph, and interpret the likelihood of the outcome			Introduce	Focus Assess	Maintain	Maintain	
3.3.3. STATISTICAL METHODS <i>No benchmark expectations at this level</i>							
3.3.4. PREDICTIONS, DATA ANALYSIS, AND INFERENCES							
3.3.4.1. Predict which outcomes are most likely to occur in certain situations; e.g., spinning red is most likely to occur when the spinner is divided among red, red, blue, green			Introduce	Focus Assess	Maintain	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
	K	1	2	3	4	5	6
Grade 4							
4.3.1. DATA COLLECTION, DISPLAY AND INTERPRETATION							
4.3.1.1. Determine a sample group to survey				Introduce	Focus Assess	Maintain	
4.3.1.2. Collect and record data				Introduce	Focus Assess	Maintain	
4.3.1.3. Organize and display data in graphs; i.e., line graphs, circle graphs				Introduce	Introduce Focus Assess	Focus Maintain	
4.3.1.4. Read, interpret, and generate questions from data displayed in graphs; i.e., line graphs and circle graphs				Introduce	Introduce Focus Assess	Focus Maintain	
4.3.1.5. Use computers and spreadsheets to organize and display data					Introduce Focus Assess	Maintain	
4.3.1.6. Use line plots to represent data and coordinate grids to determine location				Introduce	Introduce Focus Assess	Focus Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
	K	1	2	3	4	5	6
4.3.2. PROBABILITY							
4.3.2.1. Conduct simple probability experiments		Introduce	Introduce	Introduce	Focus Assess	Maintain	
4.3.3. STATISTICAL METHODS							
4.3.3.1. Determine or calculate the mode, mean/average, and range for a data set				Introduce	Focus Assess	Focus Maintain	
4.3.4. PREDICTIONS, DATA ANALYSIS, AND INFERENCES							
4.3.4.1. Make predictions and draw conclusions from simple probability experiments				Introduce	Focus Assess	Maintain	
Grade 5							
5.3.1. DATA COLLECTION, DISPLAY, AND INTERPRETATION							
5.3.1.1. Read and interpret bar, line, and circle graphs, pictographs, and frequency tables					Introduce	Focus Assess	Maintain
5.3.2. PROBABILITY							
5.3.2.1. Determine the probability of a simple event and express it as a ratio					Introduce	Focus Assess	Maintain
5.3.2.2. State possible outcomes for a given situation					Introduce	Focus Assess	Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems..							
5.3.2.3. Determine possible arrangements of four or fewer items					Introduce Focus	Focus Assess	Maintain
	K	1	2	3	4	5	6
5.3.3. STATISTICAL METHODS							
5.3.3.1. Determine or calculate the mode, mean, and range of a set of data				Introduce	Focus	Focus Assess	Maintain
5.3.4. PREDICTIONS, DATA ANALYSIS, AND INFERENCES							
5.3.4.1. Make predictions and draw conclusions based on data collected from a sample group						Introduce Focus Assess	Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Measurement

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
Kindergarten							
K.4.1. MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS							
K.4.1.1. Name the days of the week in order	Introduce Focus Assess	Focus Maintain	Maintain				
K.4.1.2. Tell time to the hour using digital and analog clocks	Introduce Focus Assess	Focus Maintain	Maintain				
K.4.1.3. Order pictures first, next, last based on time	Introduce Focus Assess	Focus Maintain	Maintain				
K.4.1.4. Compare and order objects according to their length and weight	Introduce Focus Assess	Focus Maintain	Maintain				
K.4.1.5. Identify a penny, nickel, and dime and state the value of each	Introduce Focus Assess	Focus Maintain	Maintain				
K.4.2. MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS							
K.4.2.1. Measure length with non-standard units; e.g., paper clips, cubes	Introduce Focus Assess	Focus Maintain	Maintain				

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
Grade 1							
1.4.1. MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS							
1.4.1.1. Use the days of the week to show knowledge of yesterday, today, and tomorrow	Introduce	Focus Assess	Maintain				
1.4.1.2. Tell time to the hour and half-hour using digital and analog clocks	Introduce	Introduce Focus Assess	Focus Maintain	Maintain			
1.4.1.3. Estimate, and verify by measuring, length, weight, or capacity using nonstandard units		Introduce Focus Assess	Focus Maintain	Maintain			
1.4.1.4. Estimate, and verify by measuring, length to the nearest inch, foot, and centimeter		Introduce Focus Assess	Focus Maintain	Maintain			
1.4.1.5. Identify a penny, nickel, dime, and quarter and state the value of each	Introduce	Introduce Focus Assess	Focus Maintain	Maintain			
1.4.1.6. Count a like set of pennies, nickels, or dimes to \$1.00		Introduce Focus Assess	Maintain				

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
1.4.1.7. Demonstrate that different combinations of coins (i.e., pennies, nickels and dimes) can have the same value		Introduce Focus Assess	Focus Maintain	Maintain			
1.4.1.8. Sequence events with respect to time; e.g., yesterday, today, tomorrow, seasons	Introduce	Introduce Focus Assess	Maintain				
1.4.2. MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS							
1.4.2.1. Identify the appropriate tool used to measure length (i.e., ruler), weight (i.e., scale) time (i.e., clock, calendar) and temperature (i.e., thermometer)		Introduce Focus Assess	Focus Maintain	Maintain			
Grade 2							
2.4.1. MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS							
2.4.1.1. Tell time to the nearest quarter hour and 5 minute interval using digital and analog clocks			Introduce Focus Assess	Focus Maintain	Maintain		
2.4.1.2. Distinguish between week days and weekend days, A.M. and P.M.		Introduce	Focus Assess	Maintain			
2.4.1.3. Recall the months of the year in order		Introduce	Focus Assess				

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
2.4.1.4. Count mixed coins to \$1.00		Introduce	Introduce Focus Assess	Maintain			
2.4.1.5. Estimate and measure weight to the nearest pound or kilogram		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.4.1.6. Estimate and measure capacity to the nearest cup or liter		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.4.1.7. Estimate and measure length to the nearest inch, half-inch, foot, or centimeter		Introduce	Introduce Focus Assess	Focus Maintain	Maintain		
2.4.1.8. Estimate and verify a quantity; e.g., marbles in a jar	Introduce	Introduce Focus	Focus Assess	Focus Maintain	Maintain		
2.4.1.9. Compare and order given lengths, capacities, weights, or temperatures that are expressed in the same unit of measure			Introduce Focus Assess	Maintain			
2.4.1.10. Identify the approximate size of basic units; e.g., width of finger is about one centimeter, large soda bottle is two liters, a paper clip weighs one gram		Introduce	Focus Assess	Maintain			
2.4.2. MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS							
2.4.2.1. Select the appropriate units for measuring time, length, weight, and temperature		Introduce	Focus Assess	Maintain			
2.4.2.2. Use the symbols for the dollar and cents		Introduce	Focus Assess	Maintain			

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
Grade 3							
3.4.1. MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS							
3.4.1.1. Tell time to the nearest minute using digital and analog clocks				Introduce Focus Assess	Maintain		
3.4.1.2. Determine elapsed time by the hour		Introduce	Focus	Focus Assess	Maintain		
3.4.1.3. Count mixed coins and bills (i.e., \$1, \$5, \$10, \$20) and make change to \$1			Introduce	Introduce Focus Assess	Maintain		
3.4.1.4. Read and measure temperature with a thermometer using Fahrenheit and Celsius scales		Introduce	Introduce Focus	Focus Assess	Maintain		
3.4.1.5. Estimate, measure, compare, and draw lengths to the nearest half inch and centimeter			Introduce	Introduce Focus Assess	Focus Maintain	Maintain	
3.4.1.6. State specific relationships between units within the same measuring system; e.g., hours in a day, inches in a foot, cups in a pint, etc.			Introduce	Introduce Focus Assess	Focus Maintain	Maintain	
3.4.1.7. Estimate and measure perimeter, area, and volume using manipulatives; e.g., links, tiles, grid paper, geoboards, cubes, and dot paper		Introduce	Introduce	Introduce Focus Assess	Focus Maintain	Maintain	
3.4.2. MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS							
3.4.2.1. Select a variety of tools for measuring length, weight, and capacity		Introduce	Introduce	Focus Assess	Maintain		

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
Grade 4							
4.4.1. MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS							
4.4.1.1. State specific relationships between units within the same measuring system; e.g., feet to yards, minutes to hours, milliliters to liters				Introduce	Introduce Focus Assess	Focus Maintain	Maintain
4.4.1.2. Estimate, measure, compare and draw lengths to the nearest quarter inch				Introduce	Introduce Focus Assess	Maintain	
4.4.1.3. Analyze relationships between perimeter and area					Introduce Focus Assess	Focus Maintain	Maintain
4.4.1.4. Make change up to \$20.00				Introduce	Introduce Focus Assess	Maintain	
4.4.1.5. Apply the concept of elapsed time; i.e., schedules and calendars			Introduce	Introduce	Focus Assess	Maintain	
4.4.1.6. Read scales of weight (ounces, pounds, grams, and kilograms) capacity, (milliliters, liters, cups, pints, quarts, and gallons), and temperature			Introduce	Introduce	Focus Assess	Maintain	
4.4.2. MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS							
4.4.2.1. Select appropriate units and measuring techniques to solve for perimeter, area, and volume				Introduce	Introduce Focus Assess	Maintain	

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 4: Students use concepts and tools of measurement to describe and quantify the world.							
	K	1	2	3	4	5	6
Grade 5							
5.4.1. MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS							
5.4.1.1. Estimate, measure, compare, and draw lengths to the nearest eighth inch						Introduce Focus Assess	Focus Maintain
5.4.1.2. Measure and apply elapsed time; i.e., time zones, schedules, and calendars					Introduce	Introduce Focus Assess	Focus Maintain
5.4.1.3. Measure angles using protractors						Introduce Focus Assess	Focus Maintain
5.4.1.4. Estimate angle measures using the benchmark angles 45°, 90°, 180°, 270°, and 360°						Introduce Focus Assess	Focus Maintain
5.4.2. MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS							
5.4.2.1. Select and use appropriate units when measuring length, mass, capacity, area and volume					Introduce	Introduce Focus Assess	Maintain
5.4.2.2. Use formulas to calculate the perimeter and area of squares and rectangles					Introduce	Introduce Focus Assess	Focus Maintain
5.4.2.3. Use formulas to calculate the volume of rectangular prisms						Introduce Focus Assess	Focus Maintain

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 5: Algebra, Functions, and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.							
	K	1	2	3	4	5	6
Kindergarten							
K.5.1. PATTERNS, RELATIONS, AND FUNCTIONS							
K.5.1.1. Identify, sort, and classify objects by one attribute	Introduce Focus Assess	Maintain					
K.5.1.2. Recognize, extend, and describe simple patterns	Introduce Focus Assess	Focus Maintain	Maintain				
K.5.2. NUMERIC AND ALGEBRAIC REPRESENTATIONS <i>No benchmark expectations at this level</i>							
K.5.3. MATHEMATICAL MODELING							
K.5.3.1. Use tools and strategies to model problems (e.g., manipulatives)	Introduce Focus Assess	Focus Maintain					
K.5.4. RATES OF CHANGE <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.							
	K	1	2	3	4	5	6
Grade 1							
1.5.1. PATTERNS, RELATIONS, AND FUNCTIONS							
1.5.1.1. Identify, sort, and classify objects by two or more attributes		Introduce Focus Assess	Focus Maintain	Maintain			
1.5.1.2. Recognize, extend, create, and describe patterns using symbols and objects	Introduce	Introduce Focus Assess	Focus Maintain	Maintain			
1.5.2. NUMERIC AND ALGEBRAIC REPRESENTATIONS							
1.5.2.1. Demonstrate the commutative property of addition; e.g., $3+5 = 5+3$		Introduce Focus Assess	Maintain				
1.5.2.2. Use a number line to solve problems		Introduce Focus Assess	Maintain				
1.5.2.3. Use the concepts of equal to, greater than, and less than to compare numbers and sets		Introduce Focus Assess	Maintain				
1.5.4. MATHEMATICAL MODELING <i>No benchmark expectations at this level</i>							
1.5.5. RATES OF CHANGE <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.							
	K	1	2	3	4	5	6
Grade 2							
2.5.1. PATTERNS, RELATIONS, AND FUNCTIONS							
2.5.1.1. Create and extend number patterns		Introduce	Focus Assess	Maintain			
2.5.1.2. State the rule that describes a given repeating and growing pattern		Introduce	Introduce Focus Assess	Maintain			
2.5.2. NUMERIC AND ALGEBRAIC REPRESENTATIONS							
2.5.2.1. Solve addition and subtraction equations with unknown numbers; e.g., $2 + n = 5$		Introduce	Focus Assess	Maintain			
2.5.3. MATHEMATICAL MODELING							
2.5.3.1. Use symbols (i.e., +, -, =, <, >) to write simple number sentences		Introduce	Focus Assess	Maintain			
2.5.3.2. Use words, objects, and number sentences to represent addition and subtraction problems		Introduce	Focus Assess	Maintain			
2.5.4. RATES OF CHANGE							
<i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.							
	K	1	2	3	4	5	6
Grade 3							
3.5.1. PATTERNS, RELATIONS, AND FUNCTIONS							
3.5.1.1. Use patterns to solve problems		Introduce	Introduce	Introduce Focus Assess	Maintain		
3.5.1.2. Create patterns using multiplication				Introduce Focus Assess	Focus Maintain	Maintain	
3.5.1.3. Determine the missing elements of a pattern of multiples				Introduce Focus Assess	Focus Maintain	Maintain	
3.5.2. NUMERIC AND ALGEBRAIC REPRESENTATIONS							
3.5.2.1. Solve addition, subtraction, multiplication, and division equations with unknown numbers; e.g., $8 \times n = 56$				Introduce Focus Assess	Maintain	Maintain	
3.5.3. Mathematical Modeling							
3.5.3.1. Use symbols to write number sentences; i.e., +, -, >, <, =, X, and ÷				Introduce Focus Assess	Focus Maintain	Maintain	
3.5.4. RATES OF CHANGE							
<i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.							
	K	1	2	3	4	5	6
Grade 4							
4.5.1. PATTERNS, RELATIONS, AND FUNCTIONS							
4.5.1.1. State the rule and determine the missing elements of complex repeating patterns					Introduce Focus Assess	Focus Maintain	Maintain
4.5.2. NUMERIC AND ALGEBRAIC REPRESENTATIONS							
4.5.2.1. Explain that variables represent unknowns					Introduce Focus Assess	Focus Maintain	
4.5.3. MATHEMATICAL MODELING							
4.5.3.1. Solve word problems and open number sentences with variables involving addition, subtraction, multiplication, and division					Introduce Focus Assess	Focus Maintain	Maintain
4.5.3.2. Use parentheses to indicate which operation to perform first when solving equations containing more than one operation				Introduce	Introduce Focus Assess	Focus Maintain	Maintain
4.5.3.3. Use representations such as tables and equations, to model situations and to solve problems					Introduce Focus Assess	Focus Maintain	Maintain
4.5.4. RATES OF CHANGE							
<i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.							
	K	1	2	3	4	5	6
GRADE 5							
5.5.1. Patterns, Relations, and Functions							
5.5.1.1. Represent and analyze patterns and functions using words, tables and graphs					Introduce	Focus Assess	Maintain
5.5.1.2. Identify a rule for a pattern involving addition, subtraction, or multiplication				Introduce	Introduce	Focus Assess	Maintain
5.5.1.3. Describe, extend, and make generalizations about geometric and numeric patterns					Introduce	Focus Assess	Maintain
5.5.1.4. Identify the rule and/or missing element for a numeric or nonnumeric pattern and then use the rule to solve a problem				Introduce	Introduce	Focus Assess	Maintain
5.5.2. NUMERIC AND ALGEBRAIC REPRESENTATIONS							
5.5.2.1. Identify a variable in an expression					Introduce	Focus Assess	Maintain
5.5.3. MATHEMATICAL MODELING							
5.5.3.1. Use equations to solve problems; e.g., $28/x=7$					Introduce	Focus Assess	Maintain
5.5.4. RATES OF CHANGE <i>No benchmark expectations at this level</i>							

*Refer to Standard 6 to integrate Process Skills within each Content Standard.