



Main Criteria: MathStart Set Levels 1, 2, 3

Secondary Criteria: Common Core State Standards

Subjects: Language Arts, Mathematics, Science

Grades: K, 1, 2, 3

MathStart Set Levels 1, 2, 3

Math Start Set All Levels
Summary:

Common Core State Standards Mathematics Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP4	Model with mathematics.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP6	Attend to precision.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP7	Look for and make use of structure.
STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.A	Know number names and the count sequence.
STANDARD	CCSS.Math.Content.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.B	Count to tell the number of objects.
STANDARD	CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
EXPECTATION	CCSS.Math.Content.K.CC.B.4a	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.
EXPECTATION	CCSS.Math	Understand that the last number name said tells the number of objects counted. The

	th.Conte nt.K.CC. B.4b	number of objects is the same regardless of their arrangement or the order in which they were counted.
EXPECTATION	CCSS.Ma th.Conte nt.K.CC. B.4c	Understand that each successive number name refers to a quantity that is one larger.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.K.CC. B	Count to tell the number of objects.
STANDARD	CCSS.Ma th.Conte nt.K.CC. B.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.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.K.CC. C	Compare numbers.
STANDARD	CCSS.Ma th.Conte nt.K.CC. C.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.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.K.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.K.OA.A	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
STANDARD	CCSS.Ma th.Conte nt.K.OA.A .1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
STANDARD	CCSS.Ma th.Conte nt.K.OA.A .2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
STANDARD	CCSS.Ma th.Conte nt.K.OA.A .5	Fluently add and subtract within 5.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.K.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.K.MD. A	Describe and compare measurable attributes.
STANDARD	CCSS.Ma th.Conte nt.K.MD. A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
STANDARD	CCSS.Ma th.Conte nt.K.MD. A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.K.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.K.MD. B	Classify objects and count the number of objects in each category.

STANDARD	CCSS.Math.Content.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
STRAND / DOMAIN	CCSS.Math.Content.K.G	Geometry
CATEGORY / CLUSTER	CCSS.Math.Content.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
STANDARD	CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
STANDARD	CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
STRAND / DOMAIN	CCSS.Math.Content.K.G	Geometry
CATEGORY / CLUSTER	CCSS.Math.Content.K.G.B	Analyze, compare, create, and compose shapes.
STANDARD	CCSS.Math.Content.K.G.B.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).

Common Core State Standards

Mathematics

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP4	Model with mathematics.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP6	Attend to precision.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP7	Look for and make use of structure.
STRAND / DOMAIN	CCSS.Math.Content.1.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.1.OA.A	Represent and solve problems involving addition and subtraction.
STANDARD	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems 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.
STRAND / DOMAIN	CCSS.Math.Content.1.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction.
STANDARD	CCSS.Math	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$

	th.Conte nt.1.OA.B .4	by finding the number that makes 10 when added to 8.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.1.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.1.OA.C	Add and subtract within 20.
STANDARD	CCSS.Ma th.Conte nt.1.OA.C .6	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 $6 + 6 + 1 = 12 + 1 = 13$).
STRAND / DOMAIN	CCSS.Ma th.Conte nt.1.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.1.OA.D	Work with addition and subtraction equations.
STANDARD	CCSS.Ma th.Conte nt.1.OA.D .7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.1.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.1.NBT. B	Understand place value.
STANDARD	CCSS.Ma th.Conte nt.1.NBT. B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
EXPECTATION	CCSS.Ma th.Conte nt.1.NBT. B.2a	10 can be thought of as a bundle of ten ones -- called a "ten."
EXPECTATION	CCSS.Ma th.Conte nt.1.NBT. B.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
EXPECTATION	CCSS.Ma th.Conte nt.1.NBT. B.2c	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).
STRAND / DOMAIN	CCSS.Ma th.Conte nt.1.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.1.NBT. C	Use place value understanding and properties of operations to add and subtract.
STANDARD	CCSS.Ma th.Conte nt.1.NBT. C.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.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.1.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.1.MD.A	Measure lengths indirectly and by iterating length units.
STANDARD	CCSS.Ma	Order three objects by length; compare the lengths of two objects indirectly by using

	th.Content.1.MD.A.1	a third object.
STRAND / DOMAIN	CCSS.Math.Content.1.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Math.Content.1.MD.C	Represent and interpret data.
STANDARD	CCSS.Math.Content.1.MD.C.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.
STRAND / DOMAIN	CCSS.Math.Content.1.G	Geometry
CATEGORY / CLUSTER	CCSS.Math.Content.1.G.A	Reason with shapes and their attributes.
STANDARD	CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Common Core State Standards

Mathematics

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP4	Model with mathematics.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP6	Attend to precision.
CATEGORY / CLUSTER	CCSS.Math.Practice.MP7	Look for and make use of structure.
STRAND / DOMAIN	CCSS.Math.Content.2.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.2.OA.A	Represent and solve problems involving addition and subtraction.
STANDARD	CCSS.Math.Content.2.OA.A.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.
STRAND / DOMAIN	CCSS.Math.Content.2.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Math.Content.2.OA.B	Add and subtract within 20.
STANDARD	CCSS.Math.Content.2.OA.B.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.
STRAND / DOMAIN	CCSS.Math.Content	Number and Operations in Base Ten

	nt.2.NBT	
CATEGORY / CLUSTER	CCSS.Math.Content.2.NBT.A	Understand place value.
STANDARD	CCSS.Math.Content.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
EXPECTATION	CCSS.Math.Content.2.NBT.A.1a	100 can be thought of as a bundle of ten tens -- called a "hundred."
EXPECTATION	CCSS.Math.Content.2.NBT.A.1b	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).
STRAND / DOMAIN	CCSS.Math.Content.2.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.2.NBT.B	Use place value understanding and properties of operations to add and subtract.
STANDARD	CCSS.Math.Content.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
STANDARD	CCSS.Math.Content.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
STANDARD	CCSS.Math.Content.2.NBT.B.7	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.
STANDARD	CCSS.Math.Content.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
STRAND / DOMAIN	CCSS.Math.Content.2.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Math.Content.2.MD.A	Measure and estimate lengths in standard units.
STANDARD	CCSS.Math.Content.2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
STRAND / DOMAIN	CCSS.Math.Content.2.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Math.Content.2.MD.C	Work with time and money.
STANDARD	CCSS.Math.Content.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
STRAND / DOMAIN	CCSS.Math.Content.2.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Math.Content.2.MD.D	Represent and interpret data.
STANDARD	CCSS.Ma	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set

	th.Conte nt.2.MD.D .10	with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.2.G	Geometry
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.2.G.A	Reason with shapes and their attributes.
STANDARD	CCSS.Ma th.Conte nt.2.G.A. 1	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.
STANDARD	CCSS.Ma th.Conte nt.2.G.A. 3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, 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.

Common Core State Standards

Mathematics

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.Ma th.Practic e	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Ma th.Practic e.MP1	Make sense of problems and persevere in solving them.
CATEGORY / CLUSTER	CCSS.Ma th.Practic e.MP2	Reason abstractly and quantitatively.
CATEGORY / CLUSTER	CCSS.Ma th.Practic e.MP4	Model with mathematics.
CATEGORY / CLUSTER	CCSS.Ma th.Practic e.MP6	Attend to precision.
CATEGORY / CLUSTER	CCSS.Ma th.Practic e.MP7	Look for and make use of structure.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.3.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.3.OA.A	Represent and solve problems involving multiplication and division.
STANDARD	CCSS.Ma th.Conte nt.3.OA.A .2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
STANDARD	CCSS.Ma th.Conte nt.3.OA.A .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.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.3.OA	Operations and Algebraic Thinking
CATEGORY / CLUSTER	CCSS.Ma th.Conte nt.3.OA.C	Multiply and divide within 100.
STANDARD	CCSS.Ma th.Conte nt.3.OA.C .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.
STRAND / DOMAIN	CCSS.Ma th.Conte nt.3.OA	Operations and Algebraic Thinking

CATEGORY / CLUSTER	CCSS.Math.Content.3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
STANDARD	CCSS.Math.Content.3.OA.D.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.
STRAND / DOMAIN	CCSS.Math.Content.3.NBT	Number and Operations in Base Ten
CATEGORY / CLUSTER	CCSS.Math.Content.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.
STANDARD	CCSS.Math.Content.3.NBT.A.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.
STRAND / DOMAIN	CCSS.Math.Content.3.NF	Number and Operations--Fractions
CATEGORY / CLUSTER	CCSS.Math.Content.3.NF.A	Develop understanding of fractions as numbers.
STANDARD	CCSS.Math.Content.3.NF.A.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
STRAND / DOMAIN	CCSS.Math.Content.3.NF	Number and Operations--Fractions
CATEGORY / CLUSTER	CCSS.Math.Content.3.NF.A	Develop understanding of fractions as numbers.
STANDARD	CCSS.Math.Content.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
EXPECTATION	CCSS.Math.Content.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.
STRAND / DOMAIN	CCSS.Math.Content.3.MD	Measurement and Data
CATEGORY / CLUSTER	CCSS.Math.Content.3.MD.B	Represent and interpret data.
STANDARD	CCSS.Math.Content.3.MD.B.3	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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
STRAND / DOMAIN	CCSS.Math.Content.3.G	Geometry
CATEGORY / CLUSTER	CCSS.Math.Content.3.G.A	Reason with shapes and their attributes.
STANDARD	CCSS.Math.Content.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.