

1 st QUARTER					
Common Core Math		Assessments	Aligned Benchmarks & Indicators		Resources
Operations and Algebraic Thinking			Patterns, Functions, & Algebra		
<i>Work with equal groups of objects to gain foundations for multiplication.</i>					
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.		2	Recognize and classify numbers as even or odd	
			5	Understand equivalence and extend the concept to situations involving symbols; e.g., $4+5=9$ and $9-4=5$ and $4+5=3+6$.	
Numbers & Operations in Base Ten			Patterns, Functions, & Algebra		
<i>Understand place value.</i>					
2	Count within 1000; skip count by 5s, 10s, and 100s.		1	Extend simple number patterns (both repeating and growing patterns) and create similar patterns using different objects such as using physical materials or shapes to represent numerical patterns.	
			2	Use patterns to make generalizations and predictions; e.g., determine a missing element in a pattern	
			3	Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.	
			Number, Number sense, and Operations		
<i>Use place value understanding and properties of operations to add and subtract.</i>			9	Model and use the commutative property for addition.	

1 st QUARTER					
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8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		1	Use place value concepts to represent, compare, and order whole numbers using physical models, numerals, and words, with ones, tens, and hundreds. For example: a) Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.	
			11	Add and subtract multiples of 10.	
Measurement and Data			Data Analysis and Probability		
			8	Use physical models and pictures to represent possible arrangements of 2 or 3 objects.	
			3	Read and construct simple timelines to sequence events.	
Geometry			Geometry and Spatial Sense		
<i>Reason with shapes and their attributes.</i>					
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.		1	Identify, describe, compare, and sort three-dimensional objects (i.e., cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the number of faces, edges, or vertices.	
			2	Predict what new shapes will be formed by combining or cutting apart existing shapes.	
			3	Recognize two-dimensional shapes and three-dimensional objects from different positions.	

2 nd QUARTER					
Common Core Math		Assessments	Aligned Benchmarks & Indicators	Resources	
Number and Operations in Base Ten					
<i>Understand place value.</i>					
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: 100 can be thought of as a bundle of ten tens – called a <i>hundred</i> .				
Measurement and Data		Data Analysis and Probability			
<i>Represent and interpret data.</i>					
10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.		1	Pose questions, use observations, interviews, and surveys to collect data, and organize data in charts, picture graphs, and bar graphs.	
			2	Read, interpret and make comparisons and predictions from data represented in charts, line plots, picture graphs and bar graphs.	
			4	Write a few sentences to describe and compare categories of data represented in a chart or graph, and make statements about the data as a whole.	
			6	Recognize that data may vary from one population to another; e.g., favorite TV shows of students and of parents.	
			7	List some of the possible outcomes of a simple	

2 nd QUARTER					
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				experiment, and predict whether given outcomes are more, less or equally likely to occur.	
Measurement and Data			Measurement		
<i>Measure and estimate lengths in standard units.</i>					
1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		1	Identify and select appropriate units of measure for: a. length – centimeters, meters, inches, feet or yards; b. volume (capacity) – liters, cups, pints or quarts; c. weight – grams, ounces or pounds; d. time – hours, half-hours, quarter-hours or minutes and time designations, a.m. or p.m.	
2	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.		2	Establish personal or common referents for units of measure to make estimates and comparisons; e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.	
3	Estimate lengths using units of inches, feet, centimeters, and meters.		3	Describe and compare the relationships among units of measure, such as centimeters and meters; inches, feet and yards; cups, pints and quarts; ounces and pounds; and hours, half-hours, and quarter-hours; e.g., how many inches in a foot?	
4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		5	Estimate and measure the length and weight of common objects, using metric and U.S. customary units, accurate to the nearest unit.	
			Geometry and Spatial Sense		
<i>Represent and interpret data.</i>					
9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.		4	Identify and determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape different size) by copying or	

2 nd QUARTER				
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	Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			
			5	using superposition (lay one thing on top of another). Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical?

3 rd QUARTER			
Common Core Math	Assessments		
Measurement & Data		Number, Number Sense & Operations	
<i>Work with time and money.</i>			
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?	3	Count money and make change using coins and a dollar bill.
4	Compare two three-digit numbers based on meanings of the hundreds, tens, and	4	Represent and write the value of money using the ¢ sign and in decimal form when using the \$ sign.
		1 2	Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as: a. compatible numbers; b. compensatory numbers; c. informal use of commutative and associative properties of addition.

3rd QUARTER

Common Core Math	Assessments		
ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.			
<i>Work with time and money.</i>			
5 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			

3 rd QUARTER			
Common Core Math		Assessments	
	symbol for the unknown number to represent the problem.		
6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		

3 rd QUARTER			
Common Core Math		Assessments	
<i>Work with time and money.</i>		Mathematical Processes	
7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		5 Identify untrue or inappropriate statements about a given set of data.
Operations and Algebraic Thinking		Patterns, Functions, & Algebra	
<i>Represent and solve problems involving addition and subtraction.</i>			
1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to,		6 Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction. _____ = 10, _____ - 2 = 4.

3 rd QUARTER			
Common Core Math	Assessments		
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. ¹			
Add and subtract within 20.	4	Use objects, pictures, numbers and other symbols to represent a problem situation.	
2 Fluently add and subtract within 20		Number Sense & Operations	

3 rd QUARTER			
Common Core Math	Assessments		
using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.			
		1 0	Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions; e.g., $9 + 9 = 18$, $18 - 9 = 9$.
Number and Operations in Base Ten		Measurement	
<i>Use place value understanding and properties of operations to add and subtract.</i>			
6 Add up to four two-digit numbers using strategies based on place value and properties		4	Tell time to the nearest minute interval on digital and to the nearest 5 minute interval on analog (dial) timepieces.

3 rd QUARTER			
Common Core Math		Assessments	
	of operations.		
			1 Identify and select appropriate units of measure for: a. length – centimeters, meters, inches, feet or yards; b. volume (capaci

4 th QUARTER...				
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Operations and Algebraic Thinking		Patterns, Functions, & Algebra		
<i>Work with equal groups of objects to gain foundations for multiplication.</i>				
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.		5 Understand equivalence and extend the concept to situations involving symbols; e.g., $4 + 5 = 9$ and $9 = 4 + 5$, and $4 + 5 = 3 + 6 =$ _____ + ...	
			7 Describe qualitative and quantitative changes, especially those involving addition and subtraction; e.g., a student growing taller versus a student growing two inches in one year.	
		Number Sense & Algebra		
			7 Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.	
			8 Model, represent, and explain division as sharing equally and repeated subtraction.	
Number and Operations in Base Ten				
<i>Use place value understanding and properties of operations to add and subtract.</i>				
3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		1b Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.	
Use place value understanding and properties of operations to add and subtract.				

4 th QUARTER...					
Common Core Math		Assessments	Aligned Benchmarks & Indicators		Resources
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.				
			Measurement		
			1	b. volume (capacity) – liters, cups, pints or quarts; c. weight – grams, ounces or pounds;	
Geometry			Number, Number Sense & Operations		
<i>Reason with shapes and their attributes.</i>					
2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		5	Represent fractions (halves, thirds, fourths, sixths and eighths), using words, numerals, and physical models. For example: a. Recognize that a fractional part can mean different amounts depending on the original quantity. b. Recognize that a fractional part of a rectangle does not have to be shaded with contiguous parts. c. Identify and illustrate parts of a whole and parts of sets of objects. d. Compare and order physical models of halves, thirds and fourths in relation to 0 and 1.	

4 th QUARTER...					
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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.				