

Spearman Elementary MATH Essential Standards 2022-2023

SCDE [Math Standards](#)
SCDE [Math Priority Standards](#)

NUMBER SENSE

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
K.NS.2 Count forward by ones beginning from any number less than 100.					
K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.					
K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.					

NUMBER SENSE AND BASE TEN

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	1.NSBT.1 a. count forward by ones to 120 starting at any number; c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;	2.NSBT.1 Understand place value through 999 by demonstrating that: a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;			5. NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.

	<p>1.NSBT.2: Understand place value through 99 by demonstrating that:</p> <p>a. Ten ones can be thought of as a bundle (group) called a "ten"</p> <p>b. The tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones</p>		<p>3.NSBT.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations</p>	<p>4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.</p>	
		<p>2.NSBT.3 Read and write numbers through 999 using concrete models, standards form, and expanded form</p>			
				<p>4.NSBT.5 Multiply 4-digit number by a 1-digit number and multiply a 2-digit number by a 2-digit (rectangular arrays, area models and/or equations).</p>	<p>5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.</p>
				<p>4.NSBT.6 Divide 4-digit number by 1 digit number using different strategies</p>	<p>5.NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.</p>

NUMBER SENSE AND FRACTIONS

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
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			3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. a. A fraction $\frac{1}{b}$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts; .		
				4.NSF.3 Develop an understanding of addition and subtraction of fractions based on unit fractions 4.NSF.3.b. Add and subtract mixed numbers with like denominators.	5. NSF.1 Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.
				4.NSF.7 Compare and order decimal numbers to hundredths, and justify using concrete and visual models.	5.NSF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.

ALGEBRAIC THINKING AND OPERATIONS

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison)	2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the	3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems	4.ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.	

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	through 20 with unknowns in all positions. 1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.	whole, and as a comparison) through 99 with unknowns in all positions.	using equations with a letter for the unknown quantity. 3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.		
K.ATO.5 Add and subtract fluently within 5	1.ATO.6 Demonstrate: a. addition and subtraction through 20; b. fluency with addition and related subtraction facts through 10.	2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	3.ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.		
					5.ATO.1 Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces).

MEASUREMENT AND DATA ANALYSIS

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
	1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.	2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving		

			addition and subtraction of time intervals within 60 minutes.		
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs	1.MDA.4- Collect, organize and represent data with up to 3 categories using object graphs, pictographs, t-charts, and tallies		3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.		
	1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol			
			3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.		5.MDA.1 Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.
			3.MDA.5 Understand the concept of area measurement. a. Recognize area as an attribute of plane figures; b. Measure area by building arrays and counting standard unit squares; c. Determine the area of a rectilinear polygon and relate to multiplication and addition.		5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.

GEOMETRY

KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
		2.G.3 Partition circles, squares, and rectangles into 2 or 4 equal shares			