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Choose specific standards:

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Number Sense

1.0 - Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

- 1.1 - Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
- 1.2 - Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).
- 1.3 - Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.

2.0 - Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

- 2.1 - Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.
- 2.2 - Find the sum or difference of two whole numbers up to three digits long.
- 2.3 - Use mental arithmetic to find the sum or difference of two two-digit numbers.

3.0 - Students model and solve simple problems involving multiplication and division:

- 3.1 - Use repeated addition, arrays, and counting by multiples to do multiplication.
- 3.2 - Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
- 3.3 - Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.

4.0 - Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

- 4.1 - Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.
- 4.2 - Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
- 4.3 - Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

5.0 - Students model and solve problems by representing, adding, and subtracting amounts of money:

- 5.1 - Solve problems using combinations of coins and bills.
- 5.2 - Know and use the decimal notation and the dollar and cent symbols for money.

6.0 - Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

- 6.1 - Recognize when an estimate is reasonable in measurements (e.g., closest inch).

Algebra and Functions

1.0 - Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

- 1.1 - Use the commutative and associative rules to simplify mental calculations and to check results.
- 1.2 - Relate problem situations to number sentences involving addition and subtraction.
- 1.3 - Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

Measurement and Geometry

1.0 - Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:

- 1.1 - Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
- 1.2 - Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 - Measure the length of an object to the nearest inch and/or centimeter.
- 1.4 - Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- 1.5 - Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

2.0 - Students identify and describe the attributes of common figures in the plane and of common objects in space:

- 2.1 - Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
- 2.2 - Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

Statistics, Data Analysis, and Probability

1.0 - Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

- 1.1 - Record numerical data in systematic ways, keeping track of what has been counted.
- 1.2 - Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
- 1.3 - Identify features of data sets (range and mode).
- 1.4 - Ask and answer simple questions related to data representations.

2.0 - Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:

- 2.1 - Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).
- 2.2 - Solve problems involving simple number patterns.

Mathematical Reasoning

1.0 - Students make decisions about how to set up a problem:

- 1.1 - Determine the approach, materials, and strategies to be used.
- 1.2 - Use tools, such as manipulatives or sketches, to model problems.

2.0 - Students solve problems and justify their reasoning:

- 2.1 - Defend the reasoning used and justify the procedures selected.
- 2.2 - Make precise calculations and check the validity of the results in the context of the problem.

3.0 - Students note connections between one problem and another.

