CCSS: Math

Taylor County Elementary School: Common Core Continuum			
Domain	**Cluster**	**Level**	**Standard**
Counting and Cardinality	Understanding Numbers	K.CC.1	Count to 100 by ones and by tens.
		K.CC.2	Count forward beginning from a given number within the known sequence.
		K.CC.3	Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.
		K.CC.4	Understand the relationship between number and quantities; connect counting to cardinality.
		K.CC.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.
		K.CC.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
		K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
		K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out as many objects.
		K.CC.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.
		K.RL.7	Compare two numbers between 1 and 10 presented as written numerals.

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Domain	**Cluster**	**Level**	**Standard**
Operations of Algebraic Thinking	**Addition and Subtraction**	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out verbal explanations, expressions, or equations.
		K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
		K.OA.5	Fluently add and subtract within 5.
		1.OA.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.
		1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract10-8 by finding the number that makes 10 when added to 8. Add and subtract within 20.
		1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
		1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten, decomposing a number leading to ten, using the relationship between addition and subtraction and creating equivalent but easier or known sums.
		2.OA.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 objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		2.OA.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.

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Operations of Algebraic Thinking	**Word Problems**	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
		2.OA.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 objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		3.OA.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.
		3.OA.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.
		4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equation with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
		4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.
	Expressions & Equations	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equations (e.g., 5=2+3 and 5=4+1).
		1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If 8+3=11 is known then 3+8=11 is also known.
		1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
		1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
		2.OA.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.OA.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.
		3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
		3.OA.5	Apply properties of operations as strategies to multiply and divide.
		4.0A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35=5X7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
		5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
		5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

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Domain	**Cluster**	**Level**	**Standard**
Operations of Algebraic Thinking	**Multiplication & Division**	3.OA.1	Interpret products of whole numbers, e.g., interpret 5X7 as the total number of objects in 5 groups of 7 objects each.
		3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 divided by 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.
		3.OA.6	Understand division as an unknown-factor problem.
		3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8X5 =40, one knows 40 divided by 5=8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
		4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
	Patterns	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
		4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
		5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. For ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

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Domain	Cluster	Level	Standard
Number Operations in Base 10	Place Value	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones, and 1,2,3,4,5,6,7,8, or 9 ones.
		1.NBT.1	Count to 120, starting at any number less than 120. In the range, read and write numbers and represent a number of objects with a written numeral.
		1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.
		1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >,=, and <.
		2.NBT.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-"hundred", & the numbers 100, 200, etc. mean 1, 2, etc hundreds*
		2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		2.NBT.3	Read and write numbers to 1000 using base-ten numeral, number names, and expanded form.
		2.NBT.4	Compare two three-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >,=, and <.
		3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
		4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
		4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
		4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
		5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

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Domain	Cluster	Level	Standard
Number Operations in Base 10	**Addition and Subtraction**	1.NBT.4	Add within 100, including 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.
		1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
		1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, an/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
		2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		2.NBT.6	Add up to four two-digit numbers using strategies based on place values and properties of operations.
		2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on a 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.
		2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
		2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
		3.NBT.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.
		4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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Domain	**Cluster**	**Level**	**Standard**
Number Operations in Base 10	Multiplication & Division	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9X80, 5X60) using strategies based on place value and properties of operations.
		4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/ or area models.
		5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
		5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
		5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, Illustrate and explain the calculation by using equations, rectangular array, and/or area models.
	Decimals	5.NBT.3	Read, write, and compare decimals to thousandths.
		5.NBT.4	Use place value understanding to round decimals to any place.
		5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, 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.

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Domain	Cluster	Level	Standard
Number Operations- Fractions	**Understanding Fractions**	3.NF.1	Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size *1/b*.
		3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
		4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n X a)/(n X b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
		4.NF.3	Understand a fraction a/b with a > 1as a sum of fractions 1/b.
		4.NF.6	Use decimal notation for fraction with denominators 10 or 100.
	Comparing Fractions	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
		4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
		4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

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Domain	Cluster	Level	Standard
Number Operations- Fractions	Adding and Subtracting Fractions	4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
		5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
		5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
	Multiplying and Dividing Fractions	4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
		5.NF.3	Interpret a fraction as division of the numerator by denominator (a/b=a divided by b). Solve word problems involving division of whole numbers leading to answers in the form of fractions of mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
		5.NF.4	Apply and extend previous understanding of multiplication to multiply a fraction or whole number by a fraction.
		5.NF.5	Interpret multiplication as scaling (resizing).
		5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
		5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

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Domain	Cluster	Level	Standard
Measurement and Data	**Time**	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
		2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
		3.MD.1	Tell and write time to the nearest minutes and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
	Data Collection and Organization	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measureable attributes of a single object.
		K.MD. 2	Directly compare two objects with a measureable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference. Classify objects and count the number of objects in each category.
		K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
		1.MD.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.
		2.MD.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.
		2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
		2.MD.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.
		3.MD.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.
		3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.
		4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
		5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

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Domain	Cluster	Level	Standard
Measurement and Data	**Length**	1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
		1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
		2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.
		2.MD.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.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
		2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
		2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
		3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.
	Area and Perimeter	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.
		3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
		3.MD.7	Relate area to the operations of multiplication and addition.
		4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
	Volume	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
		5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
		5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
		5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

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Domain	Cluster	Level	Standard
Measurement and Data	**Angles**	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.
		4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
		4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
	Units	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
		4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; hr, min, sec. Within a single system of measurement express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
		5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
	Word Problems	2.MD.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 symbol for the unknown number to represent the problem.
		2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents sign symbols appropriately. Example If you have 2 dimes and 3 pennies, how many cents do you have?
		3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
		4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

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Domain	Cluster	Level	Standard
Geometry	**Identifying and Modeling Shapes**	K.G.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.
		K.G.2	Correctly name shapes regardless of their orientations or overall size.
		K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
		K.G.6	Compose simple shapes to form larger shapes.
		1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
		2.G.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.
		3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
	Two & Three Dimensional Shapes	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
		K.G.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).
		1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes to form the composite shape.
		4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures.
		4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.
		4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
		5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
		5.G.4	Classify two-dimensional figures in a hierarchy based on properties.

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Domain	Cluster	Level	Standard
Geometry	Partition Shapes	1.G.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.
Geometry	Partition Shapes	2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Geometry	Partition Shapes	2.G.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.
Geometry	Partition Shapes	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
Geometry	Coordinate Systems	5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
Geometry	Coordinate Systems	5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

The header row "Taylor County Elementary School: Common Core Continuum" spans the full table.