

Trajectory ID	State ID	Standard Description Level 1	Standard Description Level 2	Standard Description Level 3	Standard Description Level 4
01_011 01_010	K.CC1	Counting and Cardinality	Knowing number names and the count sequence.	Count to 100 by ones and tens.	
01_009 01_015	K.CC2	Counting and Cardinality	Knowing number names and the count sequence.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
05_001	K.CC3	Counting and Cardinality	Knowing number names and the count sequence.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	
01_003 01_004	K.CC4a	Counting and Cardinality	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.	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.
01_003 01_004	K.CC4b	Counting and Cardinality	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.	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.
01_007	K.CC4c	Counting and Cardinality	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.	Understand that each successive number name refers to a quantity that is one larger.
01_003 01_004	K.CC5	Counting and Cardinality	Count to tell the number of objects.	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.	
02_005	K.CC6	Counting and Cardinality	Compare numbers.	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. <i>Include groups with up to ten objects.</i>	
02_007 02_008	K.CC7	Counting and Cardinality	Compare numbers.	Compare two numbers between 1 and 10 presented in written numerals.	
06_002 06_003	K.OA1	Operations and Algebraic Thinking	Understand addition as putting together and adding to, understand subtraction as taking apart and taking from.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	
06_002 06_003	K.OA2	Operations and Algebraic Thinking	Understand addition as putting together and adding to, understand subtraction as taking apart and taking from.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	
04_003	K.OA3	Operations and Algebraic Thinking	Understand addition as putting together and adding to, understand subtraction as taking apart and taking from.	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 equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	
06_003 04_004	K.OA4	Operations and Algebraic Thinking	Understand addition as putting together and adding to, understand subtraction as taking apart and taking from.	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. <i>Note that drawings need not show details, but should show the mathematics in the problem.</i>	
04_001	K.OA5	Operations and Algebraic Thinking	Understand addition as putting together and adding to, understand subtraction as taking apart and taking from.	Fluently add and subtract within 5.	
06_008	K.NBT1	Number and Operation in Base Ten	Work with numbers 11-19 to gain foundations for place value.	Compose and decompose numbers from 11 to 19 into tens and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	
15_008 14_009	K.MD1	Measurement and Data	Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	

14_001 12_	K.MD2	Measurement and Data	Describe and compare measurable attributes.	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	
15_008	K.MD3	Measurement and Data	Classify objects and count the number of objects in each category.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <i>Limit category counts to be less than or equal to 10.</i>	
15_004 15_	K.G1	Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	
15_004 15_	K.G2	Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Correctly name shapes regardless of their orientations or overall size.	
16_001 16_	K.G3	Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
15_007 15_	K.G4	Geometry	Analyze, compare, create, and compose shapes.	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).	
15_005	K.G5	Geometry	Analyze, compare, create, and compose shapes.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
17_005	K.G6	Geometry	Analyze, compare, create, and compose shapes.	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	
06_002 06_	1.OA1	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	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.OA2	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	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.	
19_008	1.OA3	Operations and Algebraic Thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations as strategies to add and subtract. <i>Students need not use formal terms for these properties. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	
06_004 06_	1.OA4	Operations and Algebraic Thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	
01_014 01_	1.OA5	Operations and Algebraic Thinking	Add and subtract within 20.	Relate counting to addition and subtraction (e.g., by counting on 2 and add 2).	
06_008 04_	1.OA6	Operations and Algebraic Thinking	Add and subtract within 20.	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 $6 + 6 + 1 = 12 + 1 = 13$).	

06_005	1.OA7	Operations and Algebraic Thinking	Work with addition and subtraction equations.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	
06_004 06_011	1.OA8	Operations and Algebraic Thinking	Work with addition and subtraction equations.	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>	
01_011 01_016	1.NBT1	Number and Operations in Base Ten	Extend the counting sequence.	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
01_016	1.NBT2a	Number and Operations in Base Ten	Understand place value.	Understand that the two digits of a two-digit number represents amounts of tens and ones. Understand the following as special cases:	10 can be thought of as a bundle of ten ones – called a "ten."
01_016	1.NBT2b	Number and Operations in Base Ten	Understand place value.	Understand that the two digits of a two-digit number represents amounts of tens and ones. Understand the following as special cases:	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
01_016	1.NBT2c	Number and Operations in Base Ten	Understand place value.	Understand that the two digits of a two-digit number represents amounts of tens and ones. Understand the following as special cases:	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).
02_008	1.NBT3	Number and Operations in Base Ten	Understand place value.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparison with the symbols $>$, $=$, and $<$.	
06_005 06_008	1.NBT4	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	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 .	
06_008	1.NBT5	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
06_008	1.NBT6	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.	
12_002	1.MD1	Measurement and Data	Measure lengths indirectly and by iterating length units.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
12_003 12_013	1.MD2	Measurement and Data	Measure lengths indirectly and by iterating length units.	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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	
13_001 13_001	1.MD3	Measurement and Data	Tell and write time.	Tell and write time in hours and half-hours using analog and digital clocks.	
09_001	1.MD4	Measurement and Data	Represent and interpret data.	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.	
15_007 15_007	1.G1	Geometry	Reason with shapes and their attributes.	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.	

17_004 17_	1.G2	Geometry	Reason with shapes and their attributes.	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 from the composite shape. <i>Students do not need to learn formal names such as "right rectangular prism."</i>	
08_001 08_	1.G3	Geometry	Reason with shapes and their attributes.	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	
06_008 06_	2.OA1	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	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.	
06_008	2.OA2	Operations and Algebraic Thinking	Add and subtract with 20.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	
01_013	2.OA3	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	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.	
07_003 07_	2.OA4	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	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.	
01_016	2.NBT1a	Number and Operations in Base Ten	Understand place value.	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 "hundred."
01_016 04_	2.NBT1b	Number and Operations in Base Ten	Understand place value.	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:	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).
01_019 01_	2.NBT2	Number and Operations in Base Ten	Understand place value.	Count within 1000; skip count by 5s, 10s, and 100s.	
02_010 05_	2.NBT3	Number and Operations in Base Ten	Understand place value.	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
02_010 02_	2.NBT4	Number and Operations in Base Ten	Understand place value.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
06_010	2.NBT5	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
	2.NBT6	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Add up to four two-digit numbers using strategies based on place value and properties of operations.	
06_008 06_	2.NBT7	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	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.	

06_008	2.NBT8	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
19_008	2.NBT9	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Explanations may be supported by drawings or objects.</i>	
12_005	2.MD1	Measurement and Data	Measure and estimate lengths in standard units.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
12_005	2.MD2	Measurement and Data	Measure and estimate lengths in standard units.	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.	
12_006	2.MD3	Measurement and Data	Measure and estimate lengths in standard units.	Estimate lengths using units of inches, feet, centimeters, and meters.	
12_004	2.MD4	Measurement and Data	Measure and estimate lengths in standard units.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
	2.MD5	Measurement and Data	Relate addition and subtraction to length.	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.	
02_009	2.MD6	Measurement and Data	Relate addition and subtraction to length.	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.	
13_002	2.MD7	Measurement and Data	Work with time and money.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
04_004	2.MD8	Measurement and Data	Work with time and money.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	
	2.MD9	Measurement and Data	Represent and interpret data.	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.	
09_001	2.MD10	Measurement and Data	Represent and interpret data.	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.	
15_018 15_005	2.G1	Geometry	Reason with shapes and their attributes.	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. <i>Sizes are compared directly or visually, not compared by measuring.</i>	
11_005	2.G2	Geometry	Reason with shapes and their attributes.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
08_001 08_002	2.G3	Geometry	Reason with shapes and their attributes.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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.	