## Alignment of



GOLD ${ }^{*}$
Objectives for Development \& Learning: Birth Through Third Grade

New Jersey Student Learning Standards for Mathematics: Kindergarten through Third Grade

GOLD ${ }^{\circledR}$ Objectives for Development and Learning, Birth Through Third Grade
aligned to
New Jersey Student Learning Standards
Mathematics
Grade: K
Adopted: 2016

| CONTENT AREA / STANDARD | NJ.MP. | Mathematical Practices |
| :---: | :---: | :---: |
| STRAND | MP.1. | Make sense of problems and persevere in solving them. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning c. Solves problems <br> Objective 11c. 6 Solves problems without having to try every possibility |
| STRAND | MP.2. | Reason abstractly and quantitatively. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <br> Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges |
| STRAND | MP.3. | Construct viable arguments and critique the reasoning of others. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\bullet$ Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c. 6 Solves problems without having to try every possibility |
| STRAND | MP.4. | Model with mathematics. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |


| STRAND | MP.5. | Use appropriate tools strategically. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <br> Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges |
| :---: | :---: | :---: |
| STRAND | MP.6. | Attend to precision. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\bullet$ Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions |
| STRAND | MP.7. | Look for and make use of structure. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| STRAND | MP.8. | Look for and express regularity in repeated reasoning. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c. 6 Solves problems without having to try every possibility |
| CONTENT AREA / STANDARD | NJ.K.CC. | Counting and Cardinality |
| STRAND | K.CC.A. | Know number names and the count sequence. |
| CONTENT STATEMENT | K.CC.A.1. | Count to 100 by ones and by tens. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a. 8 Uses number names while counting to 100 by 1 s and 10 s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 |
| CONTENT STATEMENT | K.CC.A.2. | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a.8 Uses number names while counting to 100 by 1 s and 10 s ; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 |


| CONTENT STATEMENT | K.CC.A.3. | 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). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.K.CC. | Counting and Cardinality |
| STRAND | K.CC.B. | Count to tell the number of objects. |
| CONTENT STATEMENT | K.CC.B.4. | Understand the relationship between numbers and quantities; connect counting to cardinality. |
| CUMULATIVE PROGRESS INDICATOR | K.CC.B.4.a. | 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a. 6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting |
| CUMULATIVE PROGRESS INDICATOR | K.CC.B.4.b. | 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a. 6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting |
| CUMULATIVE PROGRESS INDICATOR | K.CC.B.4.c. | Understand that each successive number name refers to a quantity that is one larger. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a. 8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 - Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns |
| CONTENT AREA / STANDARD | NJ.K.CC. | Counting and Cardinality |
| STRAND | K.CC.B. | Count to tell the number of objects. |


| CONTENT STATEMENT | K.CC.B.5. | 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b. 8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts <br> - Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.K.CC. | Counting and Cardinality |
| STRAND | K.CC.C. | Compare numbers. |
| CONTENT STATEMENT | K.CC.C.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, e.g., by using matching and counting strategies. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| CONTENT STATEMENT | K.CC.C.7. | Compare two numbers between 1 and 10 presented as written numerals. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 6 Identifies numerals to 10 by name and connects each to counted objects |
| CONTENT AREA / STANDARD | NJ.K.OA. | Operations and Algebraic Thinking |
| STRAND | K.OA.A. | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| CONTENT STATEMENT | K.OA.A.1. | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts |


| CONTENT STATEMENT | K.OA.A. 2. | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| :---: | :---: | :---: |
| CONTENT STATEMENT | K.OA.A.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 equation (e.g., $5=2+3$ and $5=4+1$ ). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| CONTENT STATEMENT | K.OA.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| CONTENT STATEMENT | K.OA.A.5. | Demonstrate fluency for addition and subtraction within 5. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <br> Objective 20f.2 Adds and subtracts whole numbers fluently within five |
| CONTENT AREA / STANDARD | NJ.K.NBT. | Number and Operations in Base Ten |
| STRAND | K.NBT.A. | Work with numbers 11-19 to gain foundations for place value. |


| CONTENT STATEMENT | K.NBT.A.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 (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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations |
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| CONTENT AREA / STANDARD | NJ.K.MD. | Measurement and Data |
| STRAND | K.MD.A. | Describe and compare measurable attributes. |
| CONTENT STATEMENT | K.MD.A.1. | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a.8 Uses measurement words and some standard measurement tools accurately |
| CONTENT STATEMENT | K.MD.A.2. | 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. For example, directly compare the heights of two children and describe one child as taller/shorter. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 8 Uses measurement words and some standard measurement tools accurately |
| CONTENT AREA / STANDARD | NJ.K.MD. | Measurement and Data |
| STRAND | K.MD.B. | Classify objects and count the number of objects in each category. |
| CONTENT STATEMENT | K.MD.B.3. | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures c. Represents and analyzes data Objective 22c. 4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings |
| CONTENT AREA / STANDARD | NJ.K.G. | Geometry |
| STRAND | K.G.A. | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). |


| CONTENT STATEMENT | K.G.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <br> Objective 21a. 6 Uses and responds appropriately to positional words indicating location, direction, and distance <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
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| CONTENT STATEMENT | K.G.A.2. | Correctly name shapes regardless of their orientations or overall size. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| CONTENT STATEMENT | K.G.A.3. | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 7 Emerging to 21b. 8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
| CONTENT AREA / STANDARD | NJ.K.G. | Geometry |
| STRAND | K.G.B. | Analyze, compare, create, and compose shapes. |
| CONTENT STATEMENT | K.G.B.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). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |


| CONTENT STATEMENT | K.G.B.5. | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
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| CONTENT STATEMENT | K.G.B.6. | Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |

## New Jersey Student Learning Standards <br> Mathematics

## Grade: 1 - Adopted: 2016

| CONTENT AREA / STANDARD | NJ.MP. | Mathematical Practices |
| :--- | :--- | :--- | :--- |
| STRAND | MP.1. | Make sense of problems and persevere in solving them. <br> GOLD |
| STRAND Objectives for Development and Learning |  |  |
| GObjective 11 Demonstrates positive approaches to learning c. Solves problems |  |  |
| Objective 11c.8 Thinks problems through, considering several possibilities and analyzing |  |  |
| results |  |  |$|$| Reason abstractly and quantitatively. |
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| GOLD |


| STRAND | MP.4. | Model with mathematics. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols |
| :---: | :---: | :---: |
| STRAND | MP.5. | Use appropriate tools strategically. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.10 Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules |
| STRAND | MP.6. | Attend to precision. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\cdot$ Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.10 Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort |
| STRAND | MP.7. | Look for and make use of structure. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols |
| STRAND | MP.8. | Look for and express regularity in repeated reasoning. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results |
| CONTENT AREA / STANDARD | NJ.1.OA. | Operations and Algebraic Thinking |
| STRAND | 1.OA.A. | Represent and solve problems involving addition and subtraction. |


| CONTENT STATEMENT | 1.OA.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20 |
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| CONTENT STATEMENT | 1.OA.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to |
| CONTENT AREA / STANDARD | NJ.1.OA. | Operations and Algebraic Thinking |
| STRAND | 1.OA.B. | Understand and apply properties of operations and the relationship between addition and subtraction. |
| CONTENT STATEMENT | 1.OA.B.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. (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.) \{Students need not use formal terms for these properties\} <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to |


| CONTENT STATEMENT | 1.OA.B.4. | Understand subtraction as anknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.1.OA. | Operations and Algebraic Thinking |
| STRAND | 1.OA.C. | Add and subtract within 20. |
| CONTENT STATEMENT | 1.OA.C.5. | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.9 Emerging to 20b.10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole |
| CONTENT STATEMENT | 1.OA.C.6. | 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 $6+6+1=12+1=13$ ). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <br> Objective 20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums) |
| CONTENT AREA / STANDARD | NJ.1.OA. | Operations and Algebraic Thinking |
| STRAND | 1.OA.D. | Work with addition and subtraction equations. |


| CONTENT STATEMENT | 1.OA.D.7. | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6,7=8-1,5+2=2+5,4+1=5+2$. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20 |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 1.OA.D.8. | Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+?=11,5=[]-3,6+6=[]$. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20 |
| CONTENT AREA / STANDARD | NJ.1.NBT. | Number and Operations in Base Ten |
| STRAND | 1.NBT.A. | Extend the counting sequence. |
| CONTENT STATEMENT | 1.NBT.A.1. | 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a. 10 Counts to 120 to determine how many; uses skip counting by $2 \mathrm{~s}, 5 \mathrm{~s}$, and <br> 10s; begins counting forward at any number between 1 and 120; counts backward from 20 <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (, =) to indicate relationships between whole numbers |
| CONTENT AREA / STANDARD | NJ.1.NBT. | Number and Operations in Base Ten |
| STRAND | 1.NBT.B. | Understand place value. |
| CONTENT STATEMENT | 1.NBT.B.2. | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: |


| CUMULATIVE PROGRESS INDICATOR | 1.NBT.B.2.a. | 10 can be thought of as a bundle of ten ones - called a "ten." <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90) |
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| CUMULATIVE PROGRESS INDICATOR | 1.NBT.B.2.b. | The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 ( $10-90$ ) |
| CUMULATIVE PROGRESS INDICATOR | 1.NBT.B.2.c. | 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). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90) |
| CONTENT AREA / STANDARD | NJ.1.NBT. | Number and Operations in Base Ten |
| STRAND | 1.NBT.B. | Understand place value. |
| CONTENT STATEMENT | 1.NBT.B.3. | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and <. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (, =) to indicate relationships between whole numbers <br> - Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90) |
| CONTENT AREA / STANDARD | NJ.1.NBT. | Number and Operations in Base Ten |


| STRAND | 1.NBT.C. | Use place value understanding and properties of operations to add and subtract. |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 1.NBT.C.4. | 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 (e.g., base ten blocks) 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90) |
| CONTENT STATEMENT | 1.NBT.C.5. | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90) |
| CONTENT STATEMENT | 1.NBT.C.6. | 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90) |
| CONTENT AREA / STANDARD | NJ.1.MD. | Measurement and Data |
| STRAND | 1.MD.A. | Measure lengths indirectly and by iterating length units. |


| CONTENT STATEMENT | 1.MD.A.1. | Order three objects by length; compare the lengths of two objects indirectly by using a third object. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers |
| CONTENT AREA / STANDARD | NJ.1.MD. | Measurement and Data |
| STRAND | 1.MD.B. | Tell and write time. |
| CONTENT STATEMENT | 1.MD.B.3. | Tell and write time in hours and half-hours using analog and digital clocks. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures b. Measures time and money <br> Objective 22b. 8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels ( $N$ ), and dimes (D) |
| CONTENT AREA / STANDARD | NJ.1.MD. | Measurement and Data |
| STRAND | 1.MD.C. | Represent and interpret data. |
| CONTENT STATEMENT | 1.MD.C.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures c. Represents and analyzes data <br> Objective 22c. 6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings |
| CONTENT AREA / STANDARD | NJ.1.G. | Geometry |
| STRAND | 1.G.A. | Reason with shapes and their attributes. |


| CONTENT STATEMENT | 1.G.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 1.G.A.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 from the composite shape. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes |
| CONTENT STATEMENT | 1.G.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole |

## New Jersey Student Learning Standards Mathematics

Grade: 2 - Adopted: 2016

| CONTENT AREA / STANDARD |
| :--- |
| STRAND |
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| NJ.MP. |
| :--- |
| MP.1. |

Mathematical Practices
Make sense of problems and persevere in solving them.
GOLD ${ }^{\circledR}$ Objectives for Development and Learning

- Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c. 10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

| STRAND | MP.2. | Reason abstractly and quantitatively. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\bullet$ Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <br> Objective 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention |
| :---: | :---: | :---: |
| STRAND | MP.3. | Construct viable arguments and critique the reasoning of others. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\cdot$ Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c. 10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers |
| STRAND | MP.4. | Model with mathematics. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference |
| STRAND | MP.5. | Use appropriate tools strategically. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\bullet$ Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <br> Objective 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention |
| STRAND | MP.6. | Attend to precision. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.12 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable |
| STRAND | MP.7. | Look for and make use of structure. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference |


| STRAND | MP.8. | Look for and express regularity in repeated reasoning. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\bullet$ Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c. 10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.2.OA. | Operations and Algebraic Thinking |
| STRAND | 2.OA.A. | Represent and solve problems involving addition and subtraction. |
| CONTENT STATEMENT | 2.OA.A.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 drawings and equations with a symbol for the unknown number to represent the problem. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20 e .6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns) |
| CONTENT AREA / STANDARD | NJ.2.OA. | Operations and Algebraic Thinking |
| STRAND | 2.OA.B. | Add and subtract within 20. |
| CONTENT STATEMENT | 2.OA.B.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <br> Objective 20f. 6 Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; knows all the addition combinations of two, one-digit numbers from memory |
| CONTENT AREA / STANDARD | NJ.2.OA. | Operations and Algebraic Thinking |
| STRAND | 2.0A.C. | Work with equal groups of objects to gain foundations for multiplication. |
| CONTENT STATEMENT | 2.OA.C.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 23 Demonstrates knowledge of patterns <br> Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition |


| CONTENT STATEMENT | 2.OA.C.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns) |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.2.NBT. | Number and Operations in Base Ten |
| STRAND | 2.NBT.A. | Understand place value. |
| CONTENT STATEMENT | 2.NBT.A.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: |
| CUMULATIVE PROGRESS INDICATOR | 2.NBT.A.1.a. | 100 can be thought of as a bundle of ten tens - called a "hundred." <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000) |
| CUMULATIVE PROGRESS INDICATOR | 2.NBT.A.1.b. | 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). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000) |
| CONTENT AREA / STANDARD | NJ.2.NBT. | Number and Operations in Base Ten |
| STRAND | 2.NBT.A. | Understand place value. |
| CONTENT STATEMENT | 2.NBT.A.2. | Count within 1000; skip-count by 5s, 10s, and 100s. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations a. Counts <br> Objective 20a. 12 Counts to 1,000 to determine how many; uses skip counting ( $2 \mathrm{~s}, 5 \mathrm{~s}, 10 \mathrm{~s}$, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts |


| CONTENT STATEMENT | 2.NBT.A.3. | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000 ; uses relational symbols to compare and order whole numbers |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 2.NBT.A.4. | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000 ; uses relational symbols to compare and order whole numbers |
| CONTENT AREA / STANDARD | NJ.2.NBT. | Number and Operations in Base Ten |
| STRAND | 2.NBT.B. | Use place value understanding and properties of operations to add and subtract. |
| CONTENT STATEMENT | 2.NBT.B.5. | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f. 6 Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; knows all the addition combinations of two, one-digit numbers from memory |
| CONTENT STATEMENT | 2.NBT.B.6. | Add up to four two-digit numbers using strategies based on place value and properties of operations. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000 ) |


| CONTENT STATEMENT | 2.NBT.B.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000 ) |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 2.NBT.B.8. | Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000 ) |
| CONTENT STATEMENT | 2.NBT.B.9. | Explain why addition and subtraction strategies work, using place value and the properties of operations. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000 ) |
| CONTENT AREA / STANDARD | NJ.2.MD. | Measurement and Data |
| STRAND | 2.MD.A. | Measure and estimate lengths in standard units. |
| CONTENT STATEMENT | 2.MD.A.1. | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 11 Emerging to 22a. 12 Measures and compares the length of two objects using standard length units |


| CONTENT STATEMENT | 2.MD.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a.11 Emerging to 22a. 12 Measures and compares the length of two objects using standard length units |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 2.MD.A.3. | Estimate lengths using units of inches, feet, centimeters, and meters. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a.12 Measures and compares the length of two objects using standard length units |
| CONTENT STATEMENT | 2.MD.A.4. | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 12 Measures and compares the length of two objects using standard length units |
| CONTENT AREA / STANDARD | NJ.2.MD. | Measurement and Data |
| STRAND | 2.MD.B. | Relate addition and subtraction to length. |
| CONTENT STATEMENT | 2.MD.B.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns) |
| CONTENT STATEMENT | 2.MD.B.6. | Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers $0,1,2, \ldots$, and represent whole-number sums and differences within 100 on a number line diagram. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures c. Represents and analyzes data <br> Objective 22c. 8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions |
| CONTENT AREA / STANDARD | NJ.2.MD. | Measurement and Data |
| STRAND | 2.MD.C. | Work with time and money. |


| CONTENT STATEMENT | 2.MD.C.7. | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures b. Measures time and money <br> Objective 22b. 10 Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins ( $P, N, D, Q$ ) and dollar bills, and expresses the answer using currency symbols |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 2.MD.C.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? <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures b. Measures time and money <br> Objective 22b. 10 Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols |
| CONTENT AREA / STANDARD | NJ.2.MD. | Measurement and Data |
| STRAND | 2.MD.D. | Represent and interpret data. |
| CONTENT STATEMENT | 2.MD.D.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures c. Represents and analyzes data <br> Objective 22c. 8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions |
| CONTENT STATEMENT | 2.MD.D.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures c. Represents and analyzes data <br> Objective 22c. 8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions |
| CONTENT AREA / STANDARD | NJ.2.G. | Geometry |
| STRAND | 2.G.A. | Reason with shapes and their attributes. |


| CONTENT STATEMENT | 2.G.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 12 Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 2.G.A.2. | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.12 Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole |
| CONTENT STATEMENT | 2.G.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.12 Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole |

New Jersey Student Learning Standards

## Mathematics

Grade: 3 - Adopted: 2016

| CONTENT AREA / STANDARD | NJ.MP. | Mathematical Practices |
| :---: | :---: | :---: |
| STRAND | MP.1. | Make sense of problems and persevere in solving them. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems |


| STRAND | MP.2. | Reason abstractly and quantitatively. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <br> Objective 11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own |
| :---: | :---: | :---: |
| STRAND | MP.3. | Construct viable arguments and critique the reasoning of others. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems |
| STRAND | MP.4. | Model with mathematics. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\bullet$ Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work |
| STRAND | MP.5. | Use appropriate tools strategically. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\cdot$ Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <br> Objective 11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own |
| STRAND | MP.6. | Attend to precision. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.14 Directs attention based on previous performance and concentrates on activities that require additional study |
| STRAND | MP.7. | Look for and make use of structure. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <br> Objective 14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work |


| STRAND | MP.8. | Look for and express regularity in repeated reasoning. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> $\cdot$ Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.3.OA. | Operations and Algebraic Thinking |
| STRAND | 3.OA.A. | Represent and solve problems involving multiplication and division. |
| CONTENT STATEMENT | 3.OA.A.1. | Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as $5 \times 7$. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |
| CONTENT STATEMENT | 3.OA.A.2. | Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20 e .8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |
| CONTENT STATEMENT | 3.OA.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20 e .8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |


| CONTENT STATEMENT | 3.0A.A.4. | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ?=48,5=[] \div 3,6 \times 6=$ ? . <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.3.OA. | Operations and Algebraic Thinking |
| STRAND | 3.OA.B. | Understand properties of multiplication and the relationship between multiplication and division. |
| CONTENT STATEMENT | 3.0A.B.5. | Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4=24$ is known, then $4 \times 6=24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5=15$, then $15 \times 2=30$, or by $5 \times 2=10$, then $3 \times 10=30$. (Associative property of multiplication.) Knowing that $8 \times 5=40$ and $8 \times 2=16$, one can find $8 \times 7$ as $8 \times$ $(5+2)=(8 \times 5)+(8 \times 2)=40+16=56$. (Distributive property.) <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |
| CONTENT STATEMENT | 3.OA.B.6. | Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e. 8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |
| CONTENT AREA / STANDARD | NJ.3.OA. | Operations and Algebraic Thinking |
| STRAND | 3.OA.C. | Multiply and divide within 100. |


| CONTENT STATEMENT | 3.0A.C.7. | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5=40$, one knows $40 \div 5=8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <br> Objective 20f. 8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory |
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| CONTENT AREA / STANDARD | NJ.3.OA. | Operations and Algebraic Thinking |
| STRAND | 3.OA.D. | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| CONTENT STATEMENT | 3.OA.D.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <br> Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable |
| CONTENT STATEMENT | 3.OA.D.9. | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 23 Demonstrates knowledge of patterns <br> Objective 23.14 Recognizes arithmetic patterns and explains them using properties of operations |
| CONTENT AREA / STANDARD | NJ.3.NBT. | Number and Operations in Base Ten |
| STRAND | 3.NBT.A. | Use place value understanding and properties of operations to perform multi-digit arithmetic. |


| CONTENT STATEMENT | 3.NBT.A.1. | Use place value understanding to round whole numbers to the nearest 10 or 100. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10 s (10-90); rounds three-digit whole numbers to the nearest ten or hundred |
| :---: | :---: | :---: |
| CONTENT STATEMENT | 3.NBT.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <br> Objective 20f. 8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory |
| CONTENT STATEMENT | 3.NBT.A.3. | Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80,5 \times$ 60 ) using strategies based on place value and properties of operations. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <br> Objective 20d. 8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred |
| CONTENT AREA / STANDARD | NJ.3.NF. | Number and Operations-Fractions |
| STRAND | 3.NF.A. | Develop understanding of fractions as numbers. |
| CONTENT STATEMENT | 3.NF.A.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 $1 / b$. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 14 Represents fractional quantities as parts of a whole ( $a / 2, a / 3, a / 4, a / 6$, a/8); uses relation symbols (, =) to show fractional comparisons |
| CONTENT AREA / STANDARD | NJ.3.NF. | Number and Operations-Fractions |
| STRAND | 3.NF.A. | Develop understanding of fractions as numbers. |


| CONTENT STATEMENT | 3.NF.A.2. | Understand a fraction as a number on the number line; represent fractions on a number line diagram. |
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| CUMULATIVE PROGRESS INDICATOR | 3.NF.A.2.a. | Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1 / b$ and that the endpoint of the part based at 0 locates the number $1 / b$ on the number line. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b. 14 Compares fractions and explains them using physical models, pictorial representations, and number lines |
| CUMULATIVE PROGRESS INDICATOR | 3.NF.A.2.b. | Represent a fraction $\mathrm{a} / \mathrm{b}$ on a number line diagram by marking off a lengths $1 / \mathrm{b}$ from 0. Recognize that the resulting interval has size $a / b$ and that its endpoint locates the number $\mathrm{a} / \mathrm{b}$ on the number line. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines |
| CONTENT AREA / STANDARD | NJ.3.NF. | Number and Operations-Fractions |
| STRAND | 3.NF.A. | Develop understanding of fractions as numbers. |
| CONTENT STATEMENT | 3.NF.A.3. | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. |
| CUMULATIVE PROGRESS INDICATOR | 3.NF.A.3.a. | Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 14 Represents fractional quantities as parts of a whole ( $a / 2, a / 3, a / 4, a / 6$, a/8); uses relation symbols (, =) to show fractional comparisons |
| CUMULATIVE PROGRESS INDICATOR | 3.NF.A.3.b. | Recognize and generate simple equivalent fractions, e.g., $1 / 2=2 / 4,4 / 6=2 / 3$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines |


| CUMULATIVE PROGRESS INDICATOR | 3.NF.A.3.c. | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3=3 / 1$; recognize that $6 / 1=6$; locate $4 / 4$ and 1 at the same point of a number line diagram. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 14 Represents fractional quantities as parts of a whole (a/2, $a / 3, a / 4, a / 6$, a/8); uses relation symbols (, =) to show fractional comparisons |
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| CUMULATIVE PROGRESS INDICATOR | 3.NF.A.3.d. | Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 20 Uses number concepts and operations b. Quantifies <br> Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines <br> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <br> Objective 20c. 14 Represents fractional quantities as parts of a whole (a/2, $a / 3, a / 4, a / 6$, a/8); uses relation symbols (, =) to show fractional comparisons |
| CONTENT AREA / STANDARD | NJ.3.MD. | Measurement and Data |
| STRAND | 3.MD.A. | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. |
| CONTENT STATEMENT | 3.MD.A.1. | Tell and write time to the nearest minute 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures b. Measures time and money <br> Objective 22b.12 Solves one-step word problems related to time to the nearest minute |


| CONTENT STATEMENT | 3.MD.A.2. | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). 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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
| :---: | :---: | :---: |
| CONTENT AREA / STANDARD | NJ.3.MD. | Measurement and Data |
| STRAND | 3.MD.B. | Represent and interpret data. |
| CONTENT STATEMENT | 3.MD.B.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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures c. Represents and analyzes data Objective 22c. 10 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions |
| CONTENT STATEMENT | 3.MD.B.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a.13 Emerging to 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
| CONTENT AREA / STANDARD | NJ.3.MD. | Measurement and Data |
| STRAND | 3.MD.C. | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. |
| CONTENT STATEMENT | 3.MD.C.5. | Recognize area as an attribute of plane figures and understand concepts of area measurement. |
| CUMULATIVE PROGRESS INDICATOR | 3.MD.C.5.a. | A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |


| CUMULATIVE PROGRESS INDICATOR | 3.MD.C.5.b. | A plane figure which can be covered without gaps or overlaps by $\mathbf{n}$ unit squares is said to have an area of $\boldsymbol{n}$ square units. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
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| CONTENT AREA / STANDARD | NJ.3.MD. | Measurement and Data |
| STRAND | 3.MD.C. | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. |
| CONTENT STATEMENT | 3.MD.C.6. | Measure areas by counting unit squares (square cm, square m, square in, square ft, and non- standard units). <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
| CONTENT AREA / STANDARD | NJ.3.MD. | Measurement and Data |
| STRAND | 3.MD.C. | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. |
| CONTENT STATEMENT | 3.MD.C.7. | Relate area to the operations of multiplication and addition. |
| CUMULATIVE PROGRESS INDICATOR | 3.MD.C.7.a. | Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
| CUMULATIVE PROGRESS INDICATOR | 3.MD.C.7.b. | Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |


| CUMULATIVE PROGRESS INDICATOR | 3.MD.C.7.c. | Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $\mathrm{b}+\mathrm{c}$ is the sum of $\mathrm{a} \times \mathrm{b}$ and $\mathrm{a} \times \mathrm{c}$. Use area models to represent the distributive property in mathematical reasoning. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
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| CUMULATIVE PROGRESS INDICATOR | 3.MD.C.7.d. | Recognize area as additive. Find areas of rectilinear figures by decomposing them into non- overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
| CONTENT AREA / STANDARD | NJ.3.MD. | Measurement and Data |
| STRAND | 3.MD.D. | Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. |
| CONTENT STATEMENT | 3.MD.D.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> - Objective 22 Compares and measures a. Measures objects <br> Objective 22a. 14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter |
| CONTENT AREA / STANDARD | NJ.3.G. | Geometry |
| STRAND | 3.G.A. | Reason with shapes and their attributes. |
| CONTENT STATEMENT | 3.G.A.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. <br> GOLD ${ }^{\circledR}$ Objectives for Development and Learning <br> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <br> Objective 21b. 14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions |

CONTENT STATEMENT

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1 / 4$ of the area of the shape.

## GOLD ${ }^{\circledR}$ Objectives for Development and Learning

Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes
Objective 21b. 14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions
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