Levebee Common Core Alignment

Grade	Standard Code	Concept	Standard Description	Corresponding exercise numbers in Levebee
Kindergarten	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence.	Count to 100 by ones and by tens.	**505, 507, 1203**
Kindergarten	CCSS.Math.Content.K.CC.A.2	Know number names and the count sequence.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**132,134 144,152 1102, 1103, 505**
Kindergarten	CCSS.Math.Content.K.CC.A.3	Know 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).	**401, 403**
Kindergarten	CCSS.Math.Content.K.CC.B.4	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.	**201,202,205, 301,302,305, 401,402,403,406 501,502,503,504,507**
Kindergarten	CCSS.Math.Content.K.CC.B.4.a	Count to tell the number of objects.	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.	**127,128,129,131,137, 139,140,141,143,155 201,202,205, 301,302,305, 401,402,403,406, 501,502,503,504,507**
Kindergarten	CCSS.Math.Content.K.CC.B.4.b	Count to tell the number of objects.	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.	**127,128,129,131,133,135,136,138, 139,140,141,143,145,149,150,151,153,154,156**
Kindergarten	CCSS.Math.Content.K.CC.B.4.c	Count to tell the number of objects.	Understand that each successive number name refers to a quantity that is one larger.	**131,132,133,137, 143,144,145,155**
Kindergarten	CCSS.Math.Content.K.CC.B.5	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.	**150, 151, 156**
Kindergarten	CCSS.Math.Content.K.CC.C.6	Count to tell the number of objects.	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.1	**121, 122, 123 135, 146, 147, 148 153**
Kindergarten	CCSS.Math.Content.K.CC.C.7	Count to tell the number of objects.	Compare two numbers between 1 and 10 presented as written numerals.	**153 144, 152**
Kindergarten	CCSS.Math.Content.K.OA.A.1	Count to tell the number of objects.	Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**210, 211, 212 310,311,312**
Kindergarten	CCSS.Math.Content.K.OA.A.2	Count to tell the number of objects.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**320,321,322,323**
Kindergarten	CCSS.Math.Content.K.OA.A.3	Count to tell the number of objects.	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).	**307,308, 309, 310, 311, 312 314, 315, 316,**
Kindergarten	CCSS.Math.Content.K.OA.A.4	Count to tell the number of objects.	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.	**307, 308, 309 314,315,316**
Kindergarten	CCSS.Math.Content.K.OA.A.5	Count to tell the number of objects.	Fluently add and subtract within 5.	**205, 207,208,209,210,211,212,213,214,215,216,217, 218,219,221,222**
Kindergarten	CCSS.Math.Content.K.NBT.A.1	Work with numbers 11-19 to gain foundations for place value.	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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**401, 402,403,406, 408**
Kindergarten	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**-**

Kindergarten	CCSS.Math.Content.K.MD.A.2	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. For example, directly compare the heights of two children and describe one child as taller/shorter.	**119,120**
Kindergarten	CCSS.Math.Content.K.MD.B.3	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.1	**112, 131, 137, 143, 155**
Kindergarten	CCSS.Math.Content.K.G.A.1	Identify and describe shapes.	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.	**113, 115, 117**
Kindergarten	CCSS.Math.Content.K.G.A.2	Identify and describe shapes.	Correctly name shapes regardless of their orientations or overall size.	**-**
Kindergarten	CCSS.Math.Content.K.G.A.3	Identify and describe shapes.	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**157, 159**
Kindergarten	CCSS.Math.Content.K.G.B.4	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).	**-**
Kindergarten	CCSS.Math.Content.K.G.B.5	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.	**-**
Kindergarten	CCSS.Math.Content.K.G.B.6	Analyze, compare, create, and compose shapes.	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**-**
Grade 1	CCSS.Math.Content.1.OA.A.1	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	**220,** **320, 321,322, 323** **419, 420, 421, 422,**
Grade 1	CCSS.Math.Content.1.OA.A.2	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.	**220,** **320, 321,322, 323** **419, 420, 421, 422,**
Grade 1	CCSS.Math.Content.1.OA.B.3	Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations as strategies to add and subtract.2 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.)	**309, 316**
Grade 1	CCSS.Math.Content.1.OA.B.4	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.	**221, 222** **325, 326**
Grade 1	CCSS.Math.Content.1.OA.C.5	Add and subtract within 20.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**210, 211, 212** **310, 311, 312** **408, 414**
Grade 1	CCSS.Math.Content.1.OA.C.6	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).	**216, 217, 218, 219,** **314, 315, 316, 317, 318, 319,** **410, 411, 412, 414, 415, 416, 417, 418**
Grade 1	CCSS.Math.Content.1.OA.D.7	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. 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.	**219, 319, 412, 418**
Grade 1	CCSS.Math.Content.1.OA.D.8	Work with addition and subtraction equations.	Determine the unknown whole number in an addition or subtraction equation relating 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 = _.	**221, 222** **325,326** **425, 426**

Grade 1	CCSS.Math.Content.1.NBT.A.1	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.	-
Grade 1	CCSS.Math.Content.1.NBT.B.2	Understand place value.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**401,402,403,406,408 501,502,503,504,507,509 514,519,524,529, 539, 544, 549**
Grade 1	CCSS.Math.Content.1.NBT.B.2.a	Understand place value.	10 can be thought of as a bundle of ten ones — called a "ten."	**401**
Grade 1	CCSS.Math.Content.1.NBT.B.2.b	Understand place value.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**401**
Grade 1	CCSS.Math.Content.1.NBT.B.2.c	Understand place value.	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).	**501,502, 503,504,507,509**
Grade 1	CCSS.Math.Content.1.NBT.B.3	Understand place value.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**405, 506**
Grade 1	CCSS.Math.Content.1.NBT.C.4	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.	**50+/-30: 509, 510, 511, 512, 513 47+/-2 : 514, 515, 516, 517, 518 45+/-5, 40-5 : 519, 520, 521, 522, 523 75+/-7: 524, 525, 526, 527, 528 54+/-30: 529, 530, 531, 532, 533 54+/-23: 539, 540, 541, 542, 543, 65+/-27: 544, 545, 546, 547, 548, no limit: 549, 550, 551, 552, 553,**
Grade 1	CCSS.Math.Content.1.NBT.C.5	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.	**529, 530, 531, 532, 533**
Grade 1	CCSS.Math.Content.1.NBT.C.6	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.	**529, 530, 531, 532, 533**
Grade 1	CCSS.Math.Content.1.MD.A.1	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.	-
Grade 1	CCSS.Math.Content.1.MD.A.2	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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	-
Grade 1	CCSS.Math.Content.1.MD.B.3	Tell and write time.	Tell and write time in hours and half-hours using analog and digital clocks.	-
Grade 1	CCSS.Math.Content.1.MD.C.4	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.	**149, 150, 151, 154**
Grade 1	CCSS.Math.Content.1.G.A.1	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.	-
Grade 1	CCSS.Math.Content.1.G.A.2	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.1	-

Grade 1	CCSS.Math.Content.1.G.A.3	Reason with shapes and their attributes.	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.	-
Grade 2	CCSS.Math.Content.2.OA.A.1	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.1	**536, 537, 538, 554, 555, 556, 557**
Grade 2	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20.	Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	**10-20: 409,410,411,412** **0-20: 415,416,417,418**
Grade 2	CCSS.Math.Content.2.OA.C.3	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.	**701, 801, 901, 1001, 1101, 1201, 1401, 1501, 1601,1701**
Grade 2	CCSS.Math.Content.2.OA.C.4	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.	**701, 801, 901, 1001, 1101, 1201, 1401, 1501, 1601,1701** **704, 804, 904, 1004, 1104, 1204, 1301, 1404, 1408, 1504, 1508, 1604, 1608,** **1704, 1708, 1802**
Grade 2	CCSS.Math.Content.2.NBT.A.1	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:	-
Grade 2	CCSS.Math.Content.2.NBT.A.1.a	Understand place value.	100 can be thought of as a bundle of ten tens — called a "hundred."	**503, 507, 509**
Grade 2	CCSS.Math.Content.2.NBT.A.1.b	Understand place value.	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).	-
Grade 2	CCSS.Math.Content.2.NBT.A.2	Understand place value.	Count within 1000; skip-count by 5s, 10s, and 100s.	-
Grade 2	CCSS.Math.Content.2.NBT.A.3	Understand place value.	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	-
Grade 2	CCSS.Math.Content.2.NBT.A.4	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.	-
Grade 2	CCSS.Math.Content.2.NBT.B.5	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.	**50+/-30: 509, 510, 511, 512, 513** **47+/-2 : 514, 515, 516, 517, 518** **45+/-5, 40-5 : 519, 520, 521, 522, 523** **75+/-7: 524, 525, 526, 527, 528** **54+/-30: 529, 530, 531, 532, 533** **54+/-23: 539, 540, 541, 542, 543,** **65+/-27: 544, 545, 546, 547, 548,** **no limit: 549, 550, 551, 552, 553,** **560, 561**
Grade 2	CCSS.Math.Content.2.NBT.B.6	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.	-
Grade 2	CCSS.Math.Content.2.NBT.B.7	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.	-
Grade 2	CCSS.Math.Content.2.NBT.B.8	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.	-
Grade 2	CCSS.Math.Content.2.NBT.B.9	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.1	**509, 514, 519, 524, 529, 539, 544, 549**
Grade 2	CCSS.Math.Content.2.MD.A.1	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.	-

Grade 2	CCSS.Math.Content.2.MD.A.2	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.	-
Grade 2	CCSS.Math.Content.2.MD.A.3	Measure and estimate lengths in standard units.	Estimate lengths using units of inches, feet, centimeters, and meters.	-
Grade 2	CCSS.Math.Content.2.MD.A.4	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.	-
Grade 2	CCSS.Math.Content.2.MD.B.5	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.	-
Grade 2	CCSS.Math.Content.2.MD.B.6	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.	**501, 502, 503** **509, 514, 519, 524, 529, 539, 544, 549**
Grade 2	CCSS.Math.Content.2.MD.C.7	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.	-
Grade 2	CCSS.Math.Content.2.MD.C.8	Work with time and money.	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?	-
Grade 2	CCSS.Math.Content.2.MD.D.9	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.	-
Grade 2	CCSS.Math.Content.2.MD.D.10	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 problems1 using information presented in a bar graph.	-
Grade 3	CCSS.Math.Content.3.OA.A.1	Represent and solve problems involving multiplication and division.	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**601,602** **701,702,704** **801,802,804** **901,902,904** **1001,1002,1004** **1101,1102,1104** **1201,1202,1204** **1401,1402,1404** **1501,1502,1504** **1601,1602,1604** **1701,1702,1704**
Grade 3	CCSS.Math.Content.3.OA.A.2	Represent and solve problems involving multiplication and division.	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	**601,602,603,604,605** **705,706,707,715** **805,806,807,818** **905,906,907** **1005,1006,1007** **1105,1106,1107** **1205,1206,1207** **1301** **1405,1406,1407,1408** **1505,1506,1507,1508** **1605,1606,1607,1608** **1705,1706,1707,1708** **1802**
Grade 3	CCSS.Math.Content.3.OA.A.3	Represent and solve problems involving multiplication and division.	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.1	**601,602,603,604,605** **705, 706,707,715,716,717,718, 719** **805,806,807,818,819,820,821,822** **905,906,907,918,919,920,921,922** **1005, 1006, 1007, 1018, 1019, 1020, 1021, 1022** **1105, 1106, 1107, 1118, 1119, 1120, 1121, 1122** **1205, 1206, 1207, 1216, 1217, 1218, 1219, 1220** **1310, 1311, 1312, 1313, 1314** **1405, 1406, 1407, 1408, 1421,1422, 1423, 1424, 1425** **1505, 1506, 1507, 1521, 1522, 1523, 1524, 1525** **1605, 1606, 1607, 1621, 1622, 1623, 1624, 1625** **1705, 1706, 1707,** **1813, 1814, 1815, 1816, 1817**

Grade 3	CCSS.Math.Content.3.OA.A.4	Represent and solve problems involving multiplication and division.	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 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	**713, 714** **816, 817,** **916, 917,** **1016, 1017,** **1116, 1117,** **1214** **1304, 1305, 1306, 1308, 1309** **1415, 1416, 1417, 1419, 1420** **1515, 1516, 1517, 1519, 1520** **1615, 1616, 1617, 1619, 1620** **1715, 1716, 1717, 1718,** **1809, 1810, 1811, 1812**
Grade 3	CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division.	Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	**1301, 1408, 1508, 1608, 1708, 1802**
Grade 3	CCSS.Math.Content.3.OA.B.6	Understand properties of multiplication and the relationship between multiplication and division.	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	**702, 704, 705, 706, 707** **802, 804, 805, 806, 807** **902, 904, 905, 906, 907** **1002, 1004, 1005, 1006, 1007** **1102, 1104, 1105, 1106, 1107** **1202, 1204, 1205, 1206, 1207** **1307** **1402, 1404, 1405, 1406, 1407, 1408** **1502, 1504, 1505, 1506, 1507, 1508** **1602, 1604, 1605, 1606, 1607, 1608** **1702, 1704, 1705, 1706, 1707, 1708** **1802**
Grade 3	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**712, 713, 714** **815, 816, 817,** **915, 916, 917,** **1015, 1016,1017,** **1115, 1116, 1117,** **1213,1214** **1304, 1305, 1306, 1307, 1308, 1309** **1415, 1416, 1417, 1418, 1419, 1420** **1515, 1516, 1517, 1518, 1519, 1520** **1615, 1616, 1617, 1618, 1619, 1620** **1713, 1714, 1715, 1716, 1717, 1718,** **1807, 1808, 1809, 1810, 1811, 1812**
Grade 3	CCSS.Math.Content.3.OA.D.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	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.3	**322, 422, 556** **718, 720** **821, 823,** **920, 922,** **1020, 1022,** **1120, 1122,** **1120, 1122** **1218, 1220,** **1312, 1314,** **1423, 1425,** **1523, 1525,** **1623, 1625,** **1815, 1817**
Grade 3	CCSS.Math.Content.3.OA.D.9	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	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.	**-**
Grade 3	CCSS.Math.Content.3.NBT.A.1	Use place value understanding and properties of operations to perform multi-digit arithmetic.[1]	Use place value understanding to round whole numbers to the nearest 10 or 100.	**534, 535**
Grade 3	CCSS.Math.Content.3.NBT.A.2	Use place value understanding and properties of operations to perform multi-digit arithmetic.[1]	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.	Coming soon
Grade 3	CCSS.Math.Content.3.NBT.A.3	Use place value understanding and properties of operations to perform multi-digit arithmetic.[1]	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Coming soon