

Clarifying Definitions

Priority Standard	Carefully selected subset of the total list of grade-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level.
Support Standard	Those that support, connect to, or enhance the priority standards. They are taught within the context of the priority standards , but do not receive the same degree of instruction and assessment emphasis. Often become the instructional scaffolds to help students understand the more rigorous priority standards.
Lens of Endurance	Lasting beyond one grade or course; concepts and skills needed in life
Lens of Leverage	A standard that maximizes the value of a concept or skill across academic disciplines
Lens of Readiness	Represents prerequisite concepts and skills students need to enter a new grade level or course of study
Purpose	Prioritizing certain standards over others does not mean eliminating those standards that do not make it into starring roles. Nor does it have anything to do with "lowering the bar." Instead, it has everything to do with focus. It is about "less" being more. The different is in the degree of focus given to certain standards over others.

*Definitions cited from Rationale for Priority and Support Learning Standards section of SCDE document

Kindergarten			
Priority Standards	#SS	Essential Standards	Notes
Number Sense			
K.NS.4 - Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: a. the last number said tells the number of objects in the set (cardinality) b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number) c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less	5	K.NS.4 - Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: a. the last number said tells the number of objects in the set (cardinality) b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number) c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less	SS K.NS.9 -- not identified as an essential standard
K.NS.7 - Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies	2	K.NS.7 - Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies	Matched!
		K.NS.1 Count forward by <u>ones</u> and tens to 100.	SS for K.NS.4
		K.NS.2 Count forward by ones beginning from any number less than 100.	SS for K.NS.4
		K.NS.3 Read numbers from 0-20 and represent a number of objects 0-20 with a written numeral.	SS for K.NS.4
		K.NS.5 Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner.	SS for K.NS.4
		K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing)	SS for K.NS.7 AND K.NSBT.1 AND K.ATO.2 AND K.G.2
		K.NS.8 Compare two written numerals up to 10 using more than, less than, or equal to.	SS for K.NS.7
Number Sense and Base Ten			
K.NSBT.1 - Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings	1	K.NSBT.1 Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings	Matched!
Algebraic Thinking and Operations			
K.ATO.2 - Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10	6	K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10	SS K.ATO.3 & K.ATO.6 -- not identified as essential standard
		K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	SS for K.ATO.2
		K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1-9.	SS for K.ATO.2
		K.ATO.5 Add and subtract fluently within 5.	SS for K.ATO.2
Geometry			
K.G.2 - Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional and three-dimensional shapes	5		*Talk about at PLC when we get to this unit
<i>Support Standards: K.G.1, K.G.3, K.G.4, K.G.5, K.ATO.6</i>			
Measurements and Data Analysis			

K.MDA.2 - Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier	1		*Talk about at PLC when we get to this unit
<i>Support Standards: K.MDA.1</i>			
K.MDA.4 - Represent data using objects and picture graphs and draw conclusions from the graphs	1		*Talk about at PLC when we get to this unit
<i>Support Standards: K.MDA.3</i>			

1st Grade			
Priority Standards	#SS	Essential Standards	Notes
Number Sense and Base Ten			
1.NSBT.1 - Extend the number sequence to: a. count forward by ones and to 120 starting at any number b. count by fives and tens to 100, starting at any number c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety	5	1.NSBT.1 - Extend the number sequence to: a. count forward by ones and to 120 starting at any number b. count by fives and tens to 100, starting at any number c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form	
		***missing d	
1.NSBT.2 - Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a ten b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones c. two-digit numbers can be decomposed in a variety of ways and you can record the decomposition as an equation	5	1.NSBT.2 - Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a ten b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones	
		***missing c	
		1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.	
		1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to: b. add a two-digit number and a multiple of 10.	
Algebraic Thinking and Operations			
1.ATO.1 - Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions	7	1.ATO.1 - Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions	
		1.ATO.6 Demonstrate: a. addition and subtraction through 20 b. fluency with addition and related subtraction facts through 10.	
1.ATO.7 - Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true	9		
Geometry			
1.G.1 - Distinguish between a two-dimensional shape's defining (e. g., number of sides) and non-defining attributes (e.g., color)	2		
1.G.3 - Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	2		
Measurement and Data Analysis			
1.MDA.2 - Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps	2		
1.MDA.3 - Use analog and digital clocks to tell and record time to the hour and half hour	1		
1.MDA.5 - Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs	3		

2nd Grade			
Priority Standards	#SS	Essential Standards	Notes
Number Sense and Base Ten			
2.NSBT.3 - Read, write, and represent numbrs through 999 using concrete models, standard form, and equations in expanded form	6		
2.NSBT.4 - Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <)	2		
2.NSBT.7 - Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding	4	2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding	
		2.NSBT.1 Understand place value through 99 by demonstrating that: a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred"; b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones; c. three-digit numbers can be decomposed in multiple ways (e. g., 524 can be decomposed as 5 hundreds, 2 tens	Support standard for 2.NSBT.3
		2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations	Support standard for 2.NSBT.3
Algebraic Thinking and Operations			
2.ATO.1 - Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions	2	2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	
2.ATO.4 - Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends	0		
		2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20	Support standard for 2. ATO.1
Geometry			
2.G.1 - Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces	0		All are seen as priority
2.G.2 - Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts	0		

2.G.3 - Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases	0		
Measurement and Data Analysis			
2.MDA.1 - Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object	4		
2.MDA.5 - 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 through 99 on a number line diagram	2		
2.MDA.6 - Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	0	2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	
2.MDA.10 - Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs	3	2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	
		2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	Support standard for 2.MDA.10
		2.MDA.3 Estimate and Measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	Support standard for 2.MDA.3

3rd Grade			
Priority Standards	#SS	Essential Standards	Notes
Number Sense and Base Ten			
3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100	1		
3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.	1		
		3.NSBT.4- Read and write numbers through 999,999 in standard form and equations in expanded form.	This standard is the support standard for both of these priority standards
Number Sense - Fractions			
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. a. a fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts b. a fraction a/b is the quantity formed by a parts of size $1/b$ c. a fraction is a number that can be represented on a number line based on counts of a unit fraction d. a fraction can be represented using set, area, and linear models	3	3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers: a. a fraction (called a unit fraction) is the quantity formed by one part when a whole is partitioned into equal parts; b. a fraction is the quantity formed by parts of equal size; c. a fraction is a number that can be represented on a number line based on counts of a unit fraction; d. a fraction can be represented using set, area, and linear models.	
3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that; a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line b. fraction equivalence can be represented using set, area, and linear models c. whole numbers can be written as fractions (e.g., $4 = 4/1$ and $1 = 4/4$) d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole	1	3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that: a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line; b. fraction equivalence can be represented using set, area, and linear models; c. whole numbers can be written as fractions (e.g., $4 = 4/1$ and $1 = 4/4$) d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	
3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2,3, 4, 6, 8, 10) as iterations of unit fractions on a number line	2		
Algebraic Thinking and Operations			
3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown	7	3.ATO.1 Use concrete objects, drawings, and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0-10) and the product. Develop conceptual understanding which means using concrete/hands-on methods to explore multiplication. Develop vocabulary for the terms in a multiplication fact. 3.ATO.2 Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., $0 - 10$), divisor (i.e., $0 - 10$), and dividend. Develop conceptual understanding which means using concrete/hands-on methods to explore division. Develop vocabulary for the terms in a division fact.	We don't teach ATO standards in isolation. We use the supporting standards as our essential standards to teach these operations.
3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity	9	3.NSBT.2 - Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations. 3. ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100 3. ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100	We don't teach ATO standards in isolation. We use the supporting standards as our essential standards to teach these operations.
Geometry			

3.G.1 Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories	1		
3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape	0		
3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles	0		
Measurement and Data Analysis			
3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes	0	3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	
3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data	0		
3.MDA.6 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	1		

4th Grade			
Priority Standards	#SS	Essential Standards	Notes
Number Sense and Base Ten			
4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right	1	4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	
4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations	2	4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	
4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division	2	4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	
		4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	
		4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	
Number Sense - Fractions			
4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $\frac{nm \times a}{nm \times b}$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions	5	4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $\frac{n \times a}{n \times b}$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions a. compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation b. add and subtract mixed numbers with like denominators c. solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators	2		
4.NSF.4 - Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) a. understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ b. understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number c. solve real-world problems involving multiplication of a fraction by a whole number (i.e., visual fraction models and equations to represent the problem)	1		
		4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ and represent the comparison using symbols $>$, $=$, or $<$.	

		4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions. a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation; b. Add and subtract mixed numbers with like denominators; c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	
Algebraic Thinking and Operations			
4.ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity	5		
Geometry			
4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines	1		
4.G.3 Recognize right triangles as a category, and identify right triangles	3		
4.G.4 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry	0		
		4.G.1 Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two dimensional figures.	
Measurement and Data Analysis			
4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations	4		
4.MDA.3 Apply the area and perimeter formulas for rectangles	1		
4.MDA.7 Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems	1		
		4.MDA.8 Determine the value of a collection of coins and bills greater than \$1.00. <ul style="list-style-type: none"> o 4th graders have not worked with money since 2nd grade. Incorporate Word Problems:	

State Dept- Priority Standards	#SS	5th Grade	
Number Sense and Base Ten			
5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left	1		
5.NSBT.3 Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$	0	5.NSBT.3 Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$	
5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings	3	5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings	
		NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm (3x2 or 4x2)	Support standard for NSBT.7 and 5.MDA.1
		NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.	Support standard for NSBT.7 and 5.MDA.1
Number Sense - Fractions			
5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators	1	5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators	
5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number	2	5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number	
5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations	2	5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations	
Algebraic Thinking and Operations			
5.ATO.1 Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces)	0	5.ATO.1 Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces)	
5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases	0		
5.ATO.3 Investigate the relationship between two numerical patterns: a. generate two numerical patterns given two rules and organize in tables b. translate the two numerical patterns into two sets of ordered pairs c. graph the two sets of ordered pairs on the same coordinate plane d. identify the relationship between the two numerical patterns	0		
Geometry			
5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations	1	5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations	
5.G.4 Classify two-dimensional figures in a hierarchy based on their attributes	1		
Measurement and Data Analysis			
5.MDA.1 Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit	2		Support standards: 5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm (3x2 or 4x1) 5.NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.
5.MDA.2 Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot	1		Support standards: NSF.1: Add/subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.
5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation	1		5.MDA.3 (the conceptual understanding of volume) supports 5.MDA.4 (understanding when to use volume in a given situation)

	<p>MDA.3 Understand the concept of volume measurement.</p> <ul style="list-style-type: none">a. Recognize volume as an attribute of right rectangular prisms;b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes;c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.			
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