Domain: Numbers and Operations in Base Ten		
Cluster 1		
Kindergarten Work with numbers 11-19 to gain foundations for place value.	**Grade 1** Extend the counting sequence.	**Grade 2** Understand place value.
MAFS.K.NBT.1.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of then ones and one, two, three, four, five, six, seven eight, or nine ones.	**MAFS.1.NBT.1.1** 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.	**MAFS.2.NBT.1.1** 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 special cases. a. 100 can be thought of as a bundle of ten tens – call a hundred b. The numbers 100, 200, 300…900 refer to one, two, three…nine hundreds and 0 tens and 0 ones.
		MAFS.2.NBT.1.2 Count within 1000; skip-count by 5s, 10s, and 100s.
		MAFS.2.NBT.1.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
		MAFS.2.NBT.1.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons.

Domain: Operations and Algebraic Thinking		
Cluster 1		
Grade 3 Use place value understanding and properties of operations to perform multi-digit arithmetic.	**Grade 4** Generalize place value understanding for multi-digit whole numbers.	**Grade 5** Understand the place value system.
MAFS.3.NBT.1.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	**MAFS.4.NBT.1.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	**MAFS.5.NBT.1.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MAFS.3.NBT.1.2 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.	**MAFS.4.NBT.1.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, < symbols to record the results of comparisons.	**MAFS.5.NBT.1.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of ten.
MAFS.3.NBT.1.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	**MAFS.4.NBT.1.3** Use place value understanding to round multi-digit whole numbers to any place.	**MAFS.5.NBT.1.3** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, < symbols to record the results of comparisons.
		MAFS.5.NBT.1.4 Use place value understanding to round decimals to any place.

Domain: Numbers and Operations in Base Ten		
Cluster 2		
Kindergarten	**Grade 1** Understand place value.	**Grade 2** Use place value understanding and properties of operations to add and subtract.
	MAFS.1.NBT.2.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. a. 10 can be thought of as a bundle of ten ones – called a "ten" b. Then numbers from 11 to 19 are composed of a ten and one, two, three…nine ones c. The numbers 10, 20, 30….90 refer to one, two, three….nine tens and 0 ones. d. Decompose two-digit numbers in multiple ways (64 can be decomposed into 6 tens and 4 ones or 5 tens and 14 ones).	
	MAFS.1.NBT.2.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.	
		MAFS.2.NBT.2.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		MAFS.2.NBT.2.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
		MAFS.2.NBT.2.7 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. Understanding that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens and ones and ones.
		MAFS.2.NBT.2.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
		MAFS.NBT.2.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Domain: Numbers and Operations in Base Ten		
Cluster 2		
Grade 3	**Grade 4** Use place value understanding and properties of operations to perform multi-digit arithmetic.	**Grade 5** Perform operations with multi-digit whole numbers and with decimals to hundredths.
	MAFS.4.NBT.2.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
	MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**MAFS.5.NBT.2.5** Fluently multiply multi-digit whole numbers using the standard algorithm.
	MAFS.4.NBT.2.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**MAFS.5.NBT.2.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		MAFS.5.NBT.2.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on lace value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Domain: Numbers and Operations in Base Ten		
Cluster 3		
Kindergarten	**Grade 1** Use place value understanding and properties of operations to add and subtract.	**Grade 2**
	MAFS.1.NBT.3.4 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 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 reason 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.	
	MAFS.1.NBT.3.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
	MAFS.1.NBT.3.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 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**.**	

Domain: Numbers and Operations in Base Ten		
Cluster 3		
Grade 3	**Grade 4**	**Grade 5**

Numbers and Operations in Base Ten does not have cluster 3 standards in grades 3, 4 or 5.