

Place the standard code and full wording here (*can be copied and pasted from original document or pacing guide*).

Place quarter or unit standard will be taught in (*may be left blank until after a pacing guide is developed*)

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Grade standard came from or is to be taught in.

The number of the standard with in the domain and cluster

Essential Learning Target in Quarter:

Standard Code:			
Strand:	Cluster:	Grade:	Standard #:

Student Friendly Learning Target(s):			
Type:	Knowledge	Reasoning	Performance Skill
			Product

Make what type (or all types) of learning that this Standard will produce.

Rewrite the standard in 'student-friendly' language or create an essential question that can be understood by all learners in your classroom.

Learning Targets  
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Break apart the standard into it's learning component(s):  
 Knowledge (DOK level 1): basic recall of facts/figures/dates/etc.  
 Reasoning (DOK level 2): creative reasoning  
 Performance (DOK level 3): application/doing  
 Product (DOK level 4): producing a product

Standards for Mathematical Practice	CCSS.Math.Practice.MP1 <i>Make sense of problems and persevere in solving them.</i>	CCSS.Math.Practice.MP2 <i>Reason abstractly and quantitatively</i>	CCSS.Math.Practice.MP3 <i>Construct viable arguments and critique the reasoning of others</i>	CCSS.Math.Practice.MP4 <i>Model with mathematics</i>
	CCSS.Math.Practice.MP5 <i>Use appropriate tools strategically</i>	CCSS.Math.Practice.MP6 <i>Attend to precision</i>	CCSS.Math.Practice.MP7 <i>Look for and make use of structure</i>	CCSS.Math.Practice.MP8 <i>Look for and express regularity in repeated reasoning</i>

Mark what mathematical practice(s) the standard incorporates