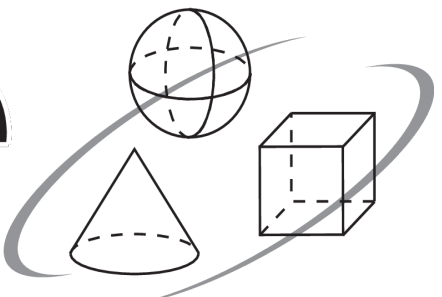


Simple Solutions.



Minutes a Day—Mastery for a Lifetime!

Simple Solutions Standards Mapping

*Louisiana
Student Standards
for Mathematics*

Grades
K - 8

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Introduction

The purpose of this document is to demonstrate how *Simple Solutions Standards-Based Mathematics* aligns with the Louisiana Student Standards for Mathematics. Each grade document aligns the standards from the *Simple Solutions Standards-Based Mathematics* series to the standards approved by the Louisiana Department of Education, and highlights the standards and eligible content identified within the Louisiana Student Standards for Mathematics.

Simple Solutions Website:

<https://simplesolutions.org/>

Louisiana Department of Education:

<https://www.louisianabelieves.com/resources/library/academic-standards>

Level K - Mathematics

| Louisiana Student Standards for Mathematics | | Simple Solutions Standards | |
|---|--|----------------------------|---|
| Standard | Description | Standard | Description |
| Counting and Cardinality (CC) | | | |
| K.CC.A.1 | Know number names and the count sequence. | K.CC.1 | Count to 100 by ones and by tens. |
| K.CC.A.2 | | K.CC.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). |
| K.CC.A.3 | | K.CC.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). |
| K.CC.B.4 | Count to tell the number of objects. | K.CC.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. <i>a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</i> <i>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.</i> <i>c. Understand that each successive number name refers to a quantity that is one larger.</i> |
| K.CC.B.5 | | K.CC.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. |
| K.CC.C.6 | Compare Numbers | K.CC.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. |
| K.CC.C.7 | | K.CC.7 | Compare two numbers between 1 and 10 presented as written numerals. |

Level K - Mathematics

| Louisiana Student Standards for Mathematics | | Simple Solutions Standards | |
|--|---|----------------------------|---|
| Standard | Description | Standard | Description |
| Number and Operations in Base Ten (NBT) | | | |
| K.NBT.A.1 | <p>Work with numbers 11–19 to gain foundations for place value.</p> <p>Gain understanding of place value.</p> <p>a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>b. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).</p> <p>c. Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$).</p> | K.NBT.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 (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. |
| Operations and Algebraic Thinking (OA) | | | |
| K.OA.A.1 | <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> | K.OA.1 | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| K.OA.A.2 | | K.OA.2 | Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem. |
| K.OA.A.3 | | K.OA.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 $5 = 4 + 1$). |
| K.OA.A.4 | | K.OA.4 | For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation. |
| K.OA.A.5 | | K.OA.5 | Fluently add and subtract within 5. |

Level K - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|--|--|
| Standard | Description | | Standard | Description |
| Geometry (G) | | | | |
| K.G.A.1 | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms above, below, in front of, behind and next to. | K.G.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. |
| K.G.A.2 | | Correctly name shapes regardless of orientations or overall size. | K.G.2 | Correctly name shapes regardless of their orientations or overall size. |
| K.G.A.3 | | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). | K.G.3 | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). |
| 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). | K.G.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). |
| K.G.B.5 | | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | K.G.5 | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. |
| K.G.B.6 | | Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i> | K.G.6 | Compose simple shapes to form larger shapes. |
| Measurement and Data (MD) | | | | |
| 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. | K.MD.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. |
| 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> | K.MD.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. |
| K.MD.B.3 | Classify objects and count the number of objects in each category. | Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count. | K.MD.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |
| K.MD.C.4 | Work with money. | Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.) | 2.MD.8 (Appears in Level 1 as "Prep") | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. |

Level 1 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|--|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| Number and Operations in Base Ten (NBT) | | | | |
| 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. | 1.NBT.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. |
| 1.NBT.B.2 | Understand place value. | Understand the two-digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <i>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</i> <i>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.</i> <i>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).</i> | 1.NBT.2 | Understand that the two digits of a two-digit number represent amounts of tens and ones. |
| 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 $<$. | 1.NBT.3 | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. |
| 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. <i>a. Use 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 number sentence; justify the reasoning used with a written explanation.</i> <i>b. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</i> | 1.NBT.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 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. |
| 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. | 1.NBT.5 | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| 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. | 1.NBT.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. |

Level 1 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|---|
| Standard | | Description | Standard | Description |
| Operations and Algebraic Thinking (OA) | | | | |
| 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.OA.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. |
| 1.OA.A.1 | | 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. | 1.OA.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. |
| 1.OA.B.3 | Understand and apply properties of operations and the relationship between addition and subtraction. | Apply properties of operations to add and subtract. <i>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.)</i> | 1.OA.3 | Apply properties of operations as strategies to add and subtract. |
| 1.OA.B.4 | | Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i> | 1.OA.4 | Understand subtraction as an unknown-addend problem. |
| 1.OA.C.5 | Add and subtract within 20. | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | 1.OA.5 | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |
| 1.OA.C.6 | | Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental 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 $6 + 6 + 1 = 12 + 1 = 13$). | 1.OA.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 $6 + 6 + 1 = 12 + 1 = 13$). |
| 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. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> | 1.OA.7 | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. |
| 1.OA.D.8 | | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i> | 1.OA.8 | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. |

Level 1 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|--|--|
| Standard | | Description | Standard | Description |
| Geometry (G) | | | | |
| 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 that possess defining attributes. | 1.G.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. |
| 1.G.A.2 | | Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and 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.G.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. |
| 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. | 1.G.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. |
| Measurement and Data (MD) | | | | |
| 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. | 1.MD.1 | Order three objects by length; compare the lengths of two objects indirectly by using a third object. |
| 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. | 1.MD.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. |
| 1.MD.B.3 | Tell and write time. | Tell and write time in hours and half-hours using analog and digital clocks. | 1.MD.3 | Tell and write time in hours and half-hours using analog and digital clocks. |
| 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. | 1.MD.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. |
| 1.MD.D.5 | Work with money. | Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.) | 2.MD.8 (Appears in Level 1 as "Prep") | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (Note: In preparation for this standard, Simple Solutions Level 1 includes questions that address determining the value of a collection of coins, individually and in a combination.) |

Level 2 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|--|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| Number and Operations in Base Ten (NBT) | | | | |
| 2.NBT.A.1 | Understand place value. | Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: <i>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</i> <i>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).</i> | 2.NBT.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. |
| 2.NBT.A.2 | | Count within 1000; skip-count by 5s, 10s, and 100s. | 2.NBT.2 | Count within 1000; skip-count by 5s, 10s, and 100s. |
| 2.NBT.A.3 | | Read and write numbers to 1000 using base-ten numerals, number names and expanded form. | 2.NBT.3 | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |
| 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. | 2.NBT.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. |
| 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. | 2.NBT.5 | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| 2.NBT.B.6 | | Add up to four two-digit numbers using strategies based on place value and properties of operations. | 2.NBT.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |
| 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; justify the reasoning used with a written explanation. 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. | 2.NBT.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. |
| 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. | 2.NBT.8 | Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. |
| 2.NBT.B.9 | | Explain why addition and subtraction strategies work, using place value and the properties of operations. | 2.NBT.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations. |

Level 2 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| Operations and Algebraic Thinking (OA) | | | | |
| 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, by using drawings and equations with a symbol for the unknown number to represent the problem. | 2.OA.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. |
| 2.OA.B.2 | Add and subtract within 20. | Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 2.OA.2 | 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. |
| 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; write an equation to express an even number as a sum of two equal addends. | 2.OA.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. |
| 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. | 2.OA.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. |
| Geometry (G) | | | | |
| 2.G.A.1 | Reason with shapes and their attributes. | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 2.G.1 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |
| 2.G.A.2 | | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | 2.G.2 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |
| 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. | 2.G.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. |

Level 2 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| Measurement and Data (MD) | | | | |
| 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. | 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |
| 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. | 2.MD.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. |
| 2.MD.A.3 | | Estimate lengths using units of inches, feet, centimeters, and meters. | 2.MD.3 | Estimate lengths using units of inches, feet, centimeters, and meters. |
| 2.MD.A.4 | | Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit. | 2.MD.4 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |
| 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 by using drawings and equations with a symbol for the unknown number to represent the problem. | 2.MD.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. |
| 2.MD.B.6 | | Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line. | 2.MD.6 | 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. |
| 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. | 2.MD.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |
| 2.MD.C.8 | | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i> | 2.MD.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? |
| 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. | 2.MD.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. |
| 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. | 2.MD.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. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|--|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| Number and Operations in Base Ten (NBT) | | | | |
| 3.NBT.A.1 | Use place value understanding and properties of operations to perform multi-digit arithmetic. | Use place value understanding to round whole numbers to the nearest 10 or 100. | 3.NBT.1 | Use place value understanding to round whole numbers to the nearest 10 or 100. |
| 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. | 3.NBT.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. |
| 3.NBT.A.3 | | 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. | 3.NBT.3 | 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. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| Number and Operations - Fractions (NF) | | | | |
| 3.NF.A.1 | Develop understanding of fractions as numbers. | 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 $1/b$. | 3.NF.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 $1/b$. |
| 3.NF.A.2 | | Understand a fraction as a number on the number line; represent fractions on a number line <i>a. Represent a fraction $1/b$ (unit fraction) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize 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.</i> <i>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</i> | 3.NF.2 | Understand a fraction as a number on the number line; represent fractions on a number line diagram. |
| 3.NF.A.3 | | Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. <i>a. Understand two fractions as equivalent (equal) if they are the same size, or same point on a number line.</i> <i>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.</i> <i>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.</i> <i>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.</i> | 3.NF.3 | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| Operations and Algebraic Thinking (OA) | | | | |
| 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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> | 3.OA.1 | Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. |
| 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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> | 3.OA.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. |
| 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. | 3.OA.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. |
| 3.OA.A.4 | | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$</i> | 3.OA.4 | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. |
| 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. <i>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 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> | 3.OA.5 | Apply properties of operations as strategies to multiply and divide. |
| 3.OA.B.6 | | Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> | 3.OA.6 | Understand division as an unknown-factor problem. |
| 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 $8 \times 5 = 40$, 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. | 3.OA.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. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| 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.OA.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. |
| 3.OA.D.9 | | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i> | 3.OA.9 | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| Geometry (G) | | | | |
| 3.G.A.1 | Reason with shapes and their attributes. | 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. | 3.G.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. |
| 3.G.A.2 | | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>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.</i> | 3.G.2 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| Measurement and Data (MD) | | | | |
| 3.MD.A.1 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | Understand time to the nearest minute. <i>a. Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.</i> <i>b. Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour on a number line diagram.</i> <i>c. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</i> | 3.MD.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. |
| 3.MD.A.2 | | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. | 3.MD.2 | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| 3.MD.B.3 | Represent and interpret data. | 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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> | 3.MD.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. |
| 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. | 3.MD.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. |
| 3.MD.C.5 | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. | Recognize area as an attribute of plane figures and understand concepts of area measurement. <i>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. b. A plane figure that can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</i> | 3.MD.5 | Recognize area as an attribute of plane figures and understand concepts of area measurement. |
| 3.MD.C.6 | | Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units). | 3.MD.6 | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |
| 3.MD.C.7 | | Relate area to the operations of multiplication and addition. <i>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. 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. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</i> | 3.MD.7 | Relate area to the operations of multiplication and addition. |

Level 3 - Mathematics

| Louisiana Student Standards for Mathematics | | | <i>Simple Solutions Standards</i> | |
|---|--|--|--|--|
| <i>Standard</i> | | <i>Description</i> | <i>Standard</i> | <i>Description</i> |
| 3.MD.D.8 | Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | 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. | 3.MD.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. |
| 3.MD.E.9 | Work with money. | Solve word problems involving pennies, nickels, dimes, quarters, and bills greater than one dollar, using the dollar and cent symbols appropriately. | 2.MD.8 <i>(Previous Level)</i> | 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? |

Level 4 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|--|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| Number and Operations in Base Ten (NBT) | | | | |
| 4.NBT.A.1 | Generalize place value understanding for multi-digit whole numbers. | Recognize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, (1) recognize that $700 \div 70 = 10$; (2) in the number 7,246, the 2 represents 200, but in the number 7,426 the 2 represents 20, recognizing that 200 is ten times as large as 20, by applying concepts of place value and division.</i> | 4.NBT.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. |
| 4.NBT.A.2 | | Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | 4.NBT.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 $>$, $=$, and $<$ symbols to record the results of comparisons. |
| 4.NBT.A.3 | | Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000, to any place. | 4.NBT.3 | Use place value understanding to round multi-digit whole numbers to any place. |
| 4.NBT.B.4 | Use place value understanding and properties of operations to perform multi-digit arithmetic. | Fluently add and subtract multi-digit whole numbers using an algorithm. | 4.NBT.4 | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| 4.NBT.B.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. | 4.NBT.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. |
| 4.NBT.B.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. | 4.NBT.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. |



Level 4 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|---|
| Standard | | Description | Standard | Description |
| Number and Operations Fractions (NF) | | | | |
| 4.NF.A.1 | Extend understanding of fraction equivalence and ordering. | Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) | 4.NF.1 | Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.NF.A.2 | | Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) | 4.NF.2 | Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. |
| 4.NF.B.3 | Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. | Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) <i>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Example: $3/4 = 1/4 + 1/4 + 1/4$.</i> <i>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i> <i>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</i> <i>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</i> | 4.NF.3 | Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. |
| 4.NF.B.4 | | Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) <i>a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> <i>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> <i>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i> | 4.NF.4 | Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. |
| 4.NF.C.5 | | Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i> | 4.NF.5 | Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. |

Level 4 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| 4.NF.C.6 | Understand decimal notation for fractions, and compare decimal fractions. | Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram; represent 62/100 of a dollar as \$0.62.</i> | 4.NF.6 | Use decimal notation for fractions with denominators 10 or 100. |
| 4.NF.C.7 | | Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. | 4.NF.7 | Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. |

Level 4 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| Operations and Algebraic Thinking (OA) | | | | |
| 4.OA.A.1 | Use the four operations with whole numbers to solve problems. | Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5. | 4.OA.1 | Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. |
| 4.OA.A.2 | | Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and/or equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. <i>(Example: 6 times as many vs. 6 more than).</i> | 4.OA.2 | Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. |
| 4.OA.A.3 | | Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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. <i>Example: Twenty-five people are going to the movies. Four people fit in each car. How many cars are needed to get all 25 people to the theater at the same time?</i> | 4.OA.3 | Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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. |
| 4.OA.B.4 | Gain familiarity with factors and multiples. | Using whole numbers in the range 1–100, a. Find all factor pairs for a given whole number. b. Recognize that a whole number is a multiple of each of its factors. c. Determine whether a given whole number is a multiple of a given one-digit number. d. Determine whether a given whole number is prime or composite. | 4.OA.4 | Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. |
| 4.OA.C.5 | Generate and analyze patterns. | Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> | 4.OA.5 | Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. |

Level 4 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| Geometry (G) | | | | |
| 4.G.A.1 | Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures. | 2.G.1 | Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| 4.G.A.2 | | Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles. | 2.G.2 | Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. |
| 4.G.A.3 | | 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. | 2.G.3 | 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. |
| Measurement and Data (MD) | | | | |
| 4.MD.A.1 | Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. | Know relative sizes of measurement units within one system of units including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (Conversions are limited to one-step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> | 4.MD.1 | Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. |
| 4.MD.A.2 | | Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | 4.MD.2 | Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |

Level 4 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| 4.MD.A.3 | | Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i> | 4.MD.3 | Apply the area and perimeter formulas for rectangles in real world and mathematical problems. |
| 4.MD.B.4 | Represent and interpret data. | Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i> | 4.MD.4 | Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. |
| 4.MD.C.5 | Geometric measurement: understand concepts of angle and measure angles. | Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: <i>a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle. b. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. c. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</i> | 4.MD.5 | Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. |
| 4.MD.C.6 | | Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | 4.MD.6 | Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. |
| 4.MD.C.7 | | Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a letter for the unknown angle measure. | 4.MD.7 | Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. |
| 4.MD.D.8 | Relate area to operations of multiplication and addition. | 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. | | |

Level 5 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|--|---|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| Number and Operations in Base Ten (NBT) | | | | |
| 5.NBT.A.1 | Understand the place value system. | 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. | 5.NBT.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. |
| 5.NBT.A.2 | | Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>For example, $100 = 1, 101 = 10...$ and $2.1 \times 102 = 210$.</i> | 5.NBT.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 10. |
| 5.NBT.A.3 | | Read, write, and compare decimals to thousandths. <i>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \quad 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</i> <i>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</i> | 5.NBT.3 | Read, write, and compare decimals to thousandths. |
| 5.NBT.A.4 | | Use place value understanding to round decimals to any place. | 5.NBT.4 | Use place value understanding to round decimals to any place. |
| 5.NBT.B.5 | Perform operations with multi-digit whole numbers and with decimals to hundredths. | Fluently multiply multi-digit whole numbers (not to exceed four-digit by two-digit multiplication) using an algorithm. | 5.NBT.5 | Fluently multiply multi-digit whole numbers using the standard algorithm. |
| 5.NBT.B.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, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value. | 5.NBT.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. |
| 5.NBT.B.7 | | Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. | 5.NBT.7 | Add, subtract, multiply, and divide decimals to hundredths, 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. |
| Number and Operations Fractions (NF) | | | | |
| 5.NF.A.1 | Use equivalent fractions as a strategy to add and subtract fractions. | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> | 5.NF.1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. |
| 5.NF.A.2 | | Solve word problems involving addition and subtraction of fractions. <i>a. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.</i> <i>b. Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> | 5.NF.2 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. |

Level 5 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| 5.NF.B.3 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. | Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i> | 5.NF.3 | Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
| 5.NF.B.4 | | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. <i>a. Interpret the product $(m/n) \times q$ as m parts of a partition of q into n equal parts; equivalently, as the result of a sequence of operations, $m \times q \div n$. For example, use a visual fraction model to show understanding, and create a story context for $(m/n) \times q$. b. Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. [In general, $(m/n) \times (c/d) = (mc)/(nd)$.] c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. d. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</i> | 5.NF.4 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |
| 5.NF.B.5 | | Interpret multiplication as scaling (resizing), by: <i>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1.</i> | 5.NF.5 | Interpret multiplication as scaling (resizing). |
| 5.NF.B.6 | | Solve real world problems involving multiplication of fractions and mixed numbers. | 5.NF.6 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
| 5.NF.B.7 | | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. <i>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i> | 5.NF.7 | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. |

Level 5 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| Operations and Algebraic Thinking (OA) | | | | |
| 5.OA.A.1 | Write and interpret numerical expressions. | Use parentheses, brackets or braces in numerical expressions and evaluate expressions that include symbols. | 5.OA.1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
| 5.OA.A.2 | | Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 9,21)$ is three times as large as $18,932 + 9,21$, without having to calculate the indicated sum or product.</i> | 5.OA.2 | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. |
| 5.OA.B.3 | Analyze patterns and relationships. | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> | 5.OA.3 | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. |
| Geometry (G) | | | | |
| 5.G.A.1 | Graph points on the coordinate plane to solve real-world and mathematical problems. | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). | 5.G.1 | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). |
| 5.G.A.2 | | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. | 5.G.2 | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. |
| 5.G.B.3 | Classify two-dimensional figures into categories based on their properties. | Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> | 5.G.3 | Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. |
| 5.G.B.4 | | Classify quadrilaterals in a hierarchy based on properties. (Students will define a trapezoid as a quadrilateral with at least one pair of parallel sides.) | 5.G.4 | Classify two-dimensional figures in a hierarchy based on properties. |

Level 5 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| Measurement and Data (MD) | | | | |
| 5.MD.A.1 | Convert like measurement units within a given measurement system. | Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in). | 5.MD.1 | Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| 5.MD.B.2 | Represent and interpret data. | Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i> | 5.MD.2 | Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. |
| 5.MD.C.3 | Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. | Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <i>a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</i> | 5.MD.3 | Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |
| 5.MD.C.4 | | Measure volumes by counting unit cubic cm, cubic in, cubic ft. and improvised units. | 5.MD.5 | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. |
| 5.MD.C.5 | | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <i>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes. b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</i> | 5.MD.4 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. |

Level 6 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|---|
| Standard | | Description | Standard | Description |
| Ratios & Proportional Relationships (RP) | | | | |
| 6.RP.A.1 | Understand ratio concepts and use ratio reasoning to solve problems. | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i> | 6.RP.1 | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. |
| 6.RP.A.2 | | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i> | 6.RP.2 | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. |
| 6.RP.A.3 | | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <i>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what unit rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</i> | 6.RP.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. |
| The Number System (NS) | | | | |
| 6.NS.A.1 | Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> | 6.NS.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. |

Level 6 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| 6.NS.B.2 | Compute fluently with multi-digit numbers and find common factors and multiples. | Fluently divide multi-digit numbers using an algorithm. | 6.NS.2 | Fluently divide multi-digit numbers using the standard algorithm. |
| 6.NS.B.3 | | Fluently add, subtract, multiply and divide multi-digit decimals using an algorithm for each operation. | 6.NS.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. |
| 6.NS.B.4 | | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i> | 6.NS.4 | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. |
| 6.NS.C.5 | Apply and extend previous understandings of numbers to the system of rational numbers. | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | 6.NS.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. |
| 6.NS.C.6 | | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes, using appropriate range and intervals, to represent points on the line and in the plane, that include negative numbers and coordinates. <i>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</i> | 6.NS.6 | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. |
| 6.NS.C.7 | | Understand ordering and absolute value of rational numbers. <i>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> | 6.NS.7 | Understand ordering and absolute value of rational numbers. |
| 6.NS.C.8 | | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. | 6.NS.8 | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. |

Level 6 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|----------------------------|---|
| Standard | | Description | Standard | Description |
| Expressions and Equations (EE) | | | | |
| 6.EE.A.1 | Apply and extend previous understandings of arithmetic to algebraic expressions. | Write and evaluate numerical expressions involving whole-number exponents. | 6.EE.1 | Write and evaluate numerical expressions involving whole-number exponents. |
| 6.EE.A.2 | | Write, read and evaluate expressions in which letters stand for numbers. <i>a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.</i> <i>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> <i>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i> | 6.EE.2 | Write, read, and evaluate expressions in which letters stand for numbers. |
| 6.EE.A.3 | | Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> | 6.EE.3 | Apply the properties of operations to generate equivalent expressions. |
| 6.EE.4 | | Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> | 6.EE.4 | Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). |
| 6.EE.5 | Reason about and solve one-variable equations and inequalities. | Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. | 6.EE.5 | Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. |
| 6.EE.6 | | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set. | 6.EE.6 | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. |
| 6.EE.7 | | Solve real-world and mathematical problems by writing and solving equations and inequalities of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. Inequalities will include $<$, $>$, \leq , and \geq . | 6.EE.7 | Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. |
| 6.EE.8 | | Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on vertical and horizontal number lines. | 6.EE.8 | Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. |
| 6.EE.9 | Represent and analyze quantitative relationships between dependent and independent variables. | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i> | 6.EE.9 | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. |

Level 6 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | | |
|---|---|--|----------------------------|--|--|
| Standard | | Description | Standard | | Description |
| Geometry (G) | | | | | |
| 6.G.A.1 | Solve real-world and mathematical problems involving area, surface area, and volume. | Find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and quadrilaterals; apply these techniques in the context of solving real-world and mathematical problems. | 6.G.1 | | Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| 6.G.A.2 | | Find the volume of a right rectangular prism with rational number edge lengths. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with rational number edge lengths in the context of solving real-world and mathematical problems. | 6.G.2 | | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. |
| 6.G.A.3 | | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. | 6.G.3 | | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |
| 6.G.A.4 | | Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | 6.G.4 | | Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. |
| Statistics and Probability (SP) | | | | | |
| 6.SP.A.1 | Develop understanding of statistical variability. | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i> | 6.SP.1 | | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. |
| 6.SP.A.2 | | Understand that a set of numerical data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape. | 6.SP.2 | | Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. |
| 6.SP.A.3 | | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. | 6.SP.3 | | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. |
| 6.SP.B.4 | Summarize and describe distributions. | Display the distribution of numerical data in plots on a number line, including dot plots, histograms and box plots. | 6.SP.4 | | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |
| 6.SP.B.5 | | Summarize numerical data sets in relation to their context, such as by: <i>a. Reporting the number of observations.</i> <i>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</i> <i>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</i> <i>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</i> | 6.SP.5 | | Summarize numerical data sets in relation to their context. |

Level 7 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| Ratios & Proportional Relationships (RP) | | | | |
| 7.RP.A.1 | Analyze proportional relationships and use them to solve real-world and mathematical problems. | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i> | 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. |
| 7.RP.A.2 | | Recognize and represent proportional relationships between quantities. <i>a. Decide whether two quantities represent a proportional relationship. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</i> | 7.RP.2 | Recognize and represent proportional relationships between quantities. |
| 7.RP.A.3 | | Use proportional relationships to solve multi-step ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. | 7.RP.3 | Use proportional relationships to solve multistep ratio and percent problems. |

Level 7 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| The Number System (NS) | | | | |
| 7.NS.A.1 | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. <i>a. Describe situations in which opposite quantities combine to make 0.</i> <i>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</i> <i>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.</i> <i>d. Apply properties of operations as strategies to add and subtract rational numbers.</i> | 7.NS.1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. |
| 7.NS.A.2 | | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. <i>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</i> <i>b. Understand that integers can be divided, provided that the divisor is not zero and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</i> <i>c. Apply properties of operations as strategies to multiply and divide rational numbers.</i> <i>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</i> | 7.NS.2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. |
| 7.NS.A.3 | | Solve real-world and mathematical problems involving the four operations with rational numbers. | 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers. |
| Expressions and Equations (EE) | | | | |
| 7.EE.A.1 | Use properties of operations to generate equivalent expressions. | Apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients to include multiple grouping symbols (e.g., parentheses, brackets, and braces). | 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. |
| 7.EE.A.2 | | Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i> | 7.EE.2 | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. |

Level 7 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| 7.EE.B.3 | Solve real-life and mathematical problems using numerical and algebraic expressions and equations. | Solve real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i> | 7.EE.3 | Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. |
| 7.EE.B.4 | | Use variables to represent quantities in a real-world or mathematical problem and construct equations and inequalities to solve problems by reasoning about the quantities. <i>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q and r are specific rational numbers. Solve equations of these forms. Graph the solution set of the equality and interpret it in context of the problem. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q < r$, $px + q \geq r$, $px + q \leq r$; where p, q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i> | 7.EE.4 | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. |
| Geometry (G) | | | | |
| 7.G.A.1 | Draw, construct, and describe geometrical figures and describe the relationships between them. | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. | 7.G.1 | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. |
| 7.G.A.2 | | Draw (freehand, with ruler and protractor and with technology) geometric shapes with given conditions. (Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.) | 7.G.2 | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. |
| 7.G.A.3 | | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. | 7.G.3 | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. |

Level 7 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|--|
| Standard | | Description | Standard | Description |
| 7.G.B.4 | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. | 7.G.4 | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. |
| 7.G.B.5 | | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. |
| 7.G.B.6 | | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (Pyramids limited to surface area only.) | 7.G.6 | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. |
| Statistics and Probability (SP) | | | | |
| 7.SP.A.1 | Use random sampling to draw inferences about a population. | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | 7.SP.1 | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. |
| 7.SP.A.2 | | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i> | 7.SP.2 | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. |
| 7.SP.B.3 | Draw informal comparative inferences about two populations. | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities using quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | 7.SP.3 | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. |
| 7.SP.B.4 | | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i> | 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. |

Level 7 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| 7.SP.C.5 | Investigate chance processes and develop, use, and evaluate probability models. | Describe the probability of a chance event is a number between 0 and 1, which tells how likely the event is, from impossible (0) to certain (1). A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely and a probability near 1 indicates a likely event. | 7.SP.5 | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. |
| 7.SP.C.6 | | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i> | 7.SP.6 | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. |
| 7.SP.C.7 | | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <i>a. Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i> | 7.SP.7 | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. |
| 7.SP.C.8 | | Find probabilities of compound events using organized lists, tables, tree diagrams and simulation. <i>a. Explain just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events described in everyday language using methods such as organized lists, tables and tree diagrams. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i> | 7.SP.8 | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. |

Level 8 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| The Number System (NS) | | | | |
| 8.NS.A.1 | Know that there are numbers that are not rational, and approximate them by rational numbers. | Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers, show that the decimal expansion repeats eventually. Convert a decimal expansion that repeats eventually into a rational number by analyzing repeating patterns. | 8.NS.1 | Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. |
| 8.NS.A.2 | | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations to the hundredths place.</i> | 8.NS.2 | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. |
| Expressions and Equations (EE) | | | | |
| 8.EE.A.1 | Work with radicals and integer exponents. | Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i> | 8.EE.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. |
| 8.EE.A.2 | | Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. | 8.EE.2 | Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. |
| 8.EE.A.3 | | Use numbers expressed in the form of a single digit times an integer power of 10 (Scientific Notation) to estimate very large or very small quantities and express how many times larger or smaller one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i> | 8.EE.3 | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. |
| 8.EE.A.4 | | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology. | 8.EE.4 | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. |

Level 8 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|---|---|----------------------------|--|
| Standard | | Description | Standard | Description |
| 8.EE.B.5 | Understand the connections between proportional relationships, lines, and linear equations. | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i> | 8.EE.5 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. |
| 8.EE.B.6 | | Use similar triangles to explain why the slope, m , is the same between any two distinct points on a non-vertical line in the coordinate plane; know the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . | 8.EE.6 | Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . |
| 8.EE.C.7 | Analyze and solve linear equations and pairs of simultaneous linear equations. | Solve linear equations in one variable. <i>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). <i>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</i></i> | 8.EE.7 | Solve linear equations in one variable. |
| 8.EE.C.8 | | Analyze and solve a system of two linear equations. <i>Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. <i>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. <i>c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></i></i> | 8.EE.8 | Analyze and solve pairs of simultaneous linear equations. |

Level 8 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|---|----------------------------|---|
| Standard | | Description | Standard | Description |
| Functions (F) | | | | |
| 8.F.A.1 | Define, evaluate, and compare functions. | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in this grade level.) | 8.F.1 | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. |
| 8.F.A.2 | | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i> | 8.F.2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). |
| 8.F.A.3 | | Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; categorize functions as linear or nonlinear when given equations, graphs, or tables. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i> | 8.F.3 | Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. |
| 8.F.B.4 | Use functions to model relationships between quantities. | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. | 8.F.4 | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
| 8.F.B.5 | | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | 8.F.5 | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. |

Level 8 - Mathematics

| Louisiana Student Standards for Mathematics | | | Simple Solutions Standards | |
|---|--|--|----------------------------|---|
| Standard | | Description | Standard | Description |
| Geometry (G) | | | | |
| 8.G.A.1 | Understand congruence and similarity using physical models, transparencies, or geometry software. | Verify experimentally the properties of rotations, reflections and translations: <ul style="list-style-type: none"> • Lines are congruent to lines. • Line segments are congruent to line segments of the same length. • Angles are congruent to angles of the same measure. • Parallel lines are congruent to parallel lines. | 8.G.1 | Verify experimentally the properties of rotations, reflections, and translations. |
| 8.G.A.2 | | Explain that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (Rotations are only about the origin and reflections are only over the y-axis and x-axis in Grade 8.) | 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. |
| 8.G.A.3 | | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (Rotations are only about the origin, dilations only use the origin as the center of dilation, and reflections are only over the y-axis and x-axis in Grade 8.) | 8.G.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| 8.G.A.4 | | Explain that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (Rotations are only about the origin, dilations only use the origin as the center of dilation, and reflections are only over the y-axis and x-axis in Grade 8.) | 8.G.4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. |
| 8.G.A.5 | | Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i> | 8.G.5 | Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. |

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| Standard | | Description | Standard | Description |
| 8.G.B.6 | Understand and apply the Pythagorean Theorem. | Explain a proof of the Pythagorean Theorem and its converse using the area of squares. | 8.G.6 | Explain a proof of the Pythagorean Theorem and its converse. |
| 8.G.B.7 | | Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | 8.G.7 | Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. |
| 8.G.B.8 | | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | 8.G.8 | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. |
| 8.G.C.9 | Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. | Apply the formulas for the volumes and surface areas of cones, cylinders and spheres and use them to solve real-world and mathematical problems. | 8.G.9 | Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. |

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|---|---|--|----------------------------|---|
| Standard | | Description | Standard | Description |
| Statistics and Probability (SP) | | | | |
| 8.SP.A.1 | Investigate patterns of association in bivariate data. | Construct and interpret scatter plots for bivariate numerical data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association. | 8.SP.1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. |
| 8.SP.A.2 | | Know that lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a line and informally assess the model fit by judging the closeness of the data points to the line. | 8.SP.2 | Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. |
| 8.SP.A.3 | | Use the equation of a linear model to solve problems in the context of bivariate numerical data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i> | 8.SP.3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. |
| 8.SP.A.3 | | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i> | 8.SP.4 | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. |