CLUSTER OVERVIEW
Common Core State Standards
MATH K-8

This chart shows all cluster overview statements from CCSS by domain. Content in brackets is for clarification purposes only.

OPERATIONS & ALGEBRAIC THINKING

Grade K
1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Grade 1
1 Represent and solve problems involving addition and subtraction.
2 Understand and apply properties of operations and the relationship between addition and subtraction.
3 Add and subtract within 20. [Be fluent within 10.]
4 Work with addition and subtraction equations.

Grade 2
1 Represent and solve problems involving addition and subtraction.
2 Add and subtract [fluently] within 20.
3 Work with equal groups of objects to gain foundations for multiplication.

Grade 3
1 Represent and solve problems involving multiplication and division.
2 Understand properties of multiplication and the relationship between multiplication and division.
3 Multiply and divide within 100.
4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Grade 4
1 Use the four operations with whole numbers to solve problems.
2 Gain familiarity with factors and multiples.
3 Generate and analyze patterns.

Grade 5
1 Write and interpret numerical expressions.
2 Analyze patterns and relationships.

EXPRESSIONS & EQUATIONS

Grade 6
1 Apply and extend previous understandings of arithmetic to algebraic expressions.
2 Reason about and solve one-variable equations and inequalities.
3 Represent and analyze quantitative relationships between dependent and independent variables.

Grade 7
1 Use properties of operations to generate equivalent expressions.
2 Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Grade 8 (Includes Functions Domain)
1 Work with radicals and integer exponents.
2 Understand the connections between proportional relationships, lines, and linear equations.
3 Analyze and solve linear equations and pairs of simultaneous linear equations.
4 **FUNCTIONS** Define, evaluate, and compare functions.
5 **FUNCTIONS** Use functions to model relationships between quantities.

NUMBER & OPERATIONS IN BASE TEN

Grade K
1 Work with numbers 11-19 to gain foundations for place value.

Grade 1
1 Extend the counting sequence [to 120].
2 Understand place value [to 100].
3 Use place value understanding and properties of operations to add and subtract [within 100].

Grade 2
1 Understand place value [to 1000].
2 Use place value understanding and properties of operations to add and subtract [within 1000, fluently within 100].

Grade 3
1 Use place value and properties of operations to perform multi-digit arithmetic. [Add & subtract fluently within 1000. Multiply 10s by 1-digit numbers.]

Grade 4
1 Generalize place value understanding for multi-digit whole numbers [to 1,000,000].
2 Use place value understanding and properties of operations to perform multi-digit arithmetic. [Add & subtract fluently. Multiply & divide numbers up to 4-digits by 1-digit, and multiply two 2-digit numbers.]

Grade 5
1 Understand the place value system.
2* Perform operations with multi-digit whole numbers. [Divide by 2-digit numbers. Fluently add, subtract, multiply.]
3* Perform operations with decimals to hundredths.

THE NUMBER SYSTEM

Grade 6
1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
2 Compute fluently [all operations] with multi-digit numbers and find common factors and multiples.
3 Apply and extend previous understandings of numbers to the system of rational numbers.

Grade 7
1* Apply and extend previous understandings of operations with fractions to add and subtract rational numbers.
2* Apply and extend previous understandings of operations with fractions to multiply and divide rational numbers.

Grade 8
1 Know that there are numbers that are not rational, and approximate them by rational numbers.

*The CCSS cluster statement was rewritten as two statements.

COUNTING & CARDINALITY

Grade K
1 Know number names and the count sequence.
2 Count to tell the number of objects.
3 Compare numbers.

NUMBER & OPERATIONS — FRACTIONS

Grade 3
1 Develop understanding of fractions as numbers. [Use denominators of 2, 3, 4, 6, and 8.]

Grade 4
1 Extend understanding of fraction equivalence and ordering.
2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
3 Understand decimal notation for fractions, and compare decimal fractions.

Grade 5
1 Use equivalent fractions as a strategy to add and subtract fractions.
2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

RATIOS & PROPORTIONAL RELATIONSHIPS

Grade 6
1 Understand ratio concepts and use ratio reasoning [and percents] to solve problems.

Grade 7
1* Analyze proportional relationships and use them to solve real-world and mathematical problems.
2* Solve multistep percent problems.

GEOMETRY

Grade K
1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
2 Analyze, compare, create, and compose shapes.

Grade 1
1 Reason with shapes and their attributes. [Partition circles & rectangles into 2 or 4 equal parts.]

Grade 2
1 Reason with shapes and their attributes. [Identify shapes by the number of sides.]

Grade 3
1 Reason with shapes and their attributes. [Identify types of quadrilaterals.]

Grade 4
1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5
1 Graph points on the coordinate plane to solve real-world and mathematical problems.
2 Classify two-dimensional figures into categories based on their properties.

GEOMETRY

Grade 6
1 Solve real-world and mathematical problems involving area, surface area, and volume.

Grade 7
1 Draw, construct, and describe geometrical figures and describe the relationships between them.
2 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Grade 8
1 Understand congruence and similarity using physical models, transparencies, or geometry software.
2 Understand and apply the Pythagorean Theorem.
3 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

MEASUREMENT & DATA

Grade K
1 Describe and compare measurable attributes.
2 Classify objects and count the number of objects in each category.

Grade 1
1 Measure lengths indirectly and by iterating length units.
2 Tell and write time.
3 Represent and interpret data.

Grade 2
1 Measure and estimate lengths in standard units.
2 Relate addition and subtraction to length.
3 Work with time and money.
4 Represent and interpret data.

Grade 3
1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
2 Represent and interpret data.
3 Understand concepts of area and relate area to multiplication and to addition.
4 Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Grade 4
1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
2 Represent and interpret data.
3 Understand concepts of angle and measure angles.

Grade 5
1 Convert like measurement units within a given measurement system.
2 Represent and interpret data.
3 Understand concepts of volume and relate volume to multiplication and to addition.

STATISTICS & PROBABILITY

Grade 6
1 Develop understanding of statistical variability.
2 Summarize and describe distributions.

Grade 7
1 Use random sampling to draw inferences about a population.
2 Draw informal comparative inferences about two populations.
3 Investigate chance processes & develop, use, and evaluate probability models.

Grade 8
1 Investigate patterns of association in bivariate data.

Checklist of Goals/Objectives
MATH Grade 8

NAME_____

DATE_____

GEOMETRY & MEASUREMENT

1 Understand congruence and similarity using physical models, transparencies, or geometry software.
[8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5]

___1 Identify congruent parts in rotations, reflections, and translations.
___2 Identify transformations that move a figure onto a congruent figure.
___3 Use coordinates to describe translations, reflections, and rotations.
___4 Use coordinates to describe dilations.
___5 Compare ratios of side lengths to decide if two figures are similar.
___6 Identify the scale factor that enlarges or reduces a figure to match a similar figure.
___7 Identify transformations that move a figure onto a similar figure.
___8 Justify and calculate angle measures in triangles and nine figures.
___9 Justify the angle-angle criterion of similar triangles.

2 Understand and apply the Pythagorean Theorem.
[8.G.6, 8.G.7, 8.G.8]

___1 Explain a proof of the Pythagorean Theorem and its converse.
___2 Use the Pythagorean Theorem to find lengths.
___3 Use the Pythagorean Theorem to find distance between points.

3 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. [8.G.9]

___1 Apply the formula for volume of a cone.
___2 Apply the formula for volume of a cylinder.
___3 Apply the formula for volume of a sphere.
___4 Apply formulas to find volumes of combined solids.

EXPRESSIONS, EQUATIONS, & FUNCTIONS

1 Work with radicals and integer exponents.
[8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4]

___1 Simplify and evaluate numerical expressions with integer exponents.
___2 Develop and apply properties of exponents.
___3 Use square root and cube root symbols.
___4 Evaluate square roots and cube roots.
___5 Convert between standard notation and scientific notation.
___6 Use scientific notation to compare relative sizes of numbers.
___7 Perform operations on numbers in scientific notation.
___8 Use scientific notation to solve problems.
___9 Convert measurement results to appropriate units.

2 Understand the connections between proportional relationships, lines, and linear equations. [8.EE.5, 8.EE.6]

___1 Graph proportional relationships.
___2 Compare two representations of a proportional relationship.
___3 Use similar triangles to verify that a line has constant slope.
___4 Relate linear equations to slopes and intercepts.

3 Analyze and solve linear equations and pairs of simultaneous linear equations. [8.EE.7, 8.EE.8]

___1 Simplify and solve linear equations by writing equivalent forms.
___2 Identify or write equations with 0, 1, or infinitely many solutions.
___3 Simplify and solve linear equations with rational coefficients.
___4 Identify the solution to a system of two linear equations as the intersection point.
___5 Solve systems of two linear equations algebraically.
___6 Estimate the solution to two linear equations by graphing.
___7 Solve problems involving systems of two linear equations.

4 FUNCTIONS Define, evaluate, and compare functions.
[8.F.1, 8.F.2, 8.F.3]

___1 Understand that a function is a rule.
___2 Compare two representations of a function.
___3 Decide if a function is linear or non-linear.

5 FUNCTIONS Use functions to model relationships between quantities.
[8.F.4, 8.F.5]

___1 Identify rate of change from a graph, table, or description.
___2 Identify initial value of a function from a graph, table, or description.
___3 Write a function from the rate of change and initial value.
___4 Describe features of a non-linear function from its graph.
___5 Sketch a graph from a verbal description of its features.

THE NUMBER SYSTEM

1 Know that there are numbers that are not rational, and approximate them by rational numbers.
[8.NS.1, 8.NS.2]

___1 Identify rational and irrational numbers.
___2 Convert repeating decimals to rational numbers.
___3 Find approximations for irrational numbers.

STATISTICS & PROBABILITY

1 Investigate patterns of association in bivariate data.
[8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4]

___1 Construct scatter plots.
___2 Interpret scatter plots.
___3 For data that appear to be linear, estimate a line of best fit.
___4 Informally assess the fit of a linear model.
___5 Interpret a linear model for real-world data.
___6 Compare frequencies and relative frequencies from two-way tables.

ALIGNMENT CHARTS FOR GRADES K-2

Goal Codes

Each student-friendly goal is represented with a brief 4-character code. For example, 1-G14 stands for Grade 1, Domain G, Cluster 1, Goal 4. There are often several goals aligned to the same standard.

Although Common Core uses letters for clusters, this goal numbering system uses numbers to avoid confusion between CCSS codes and goal codes.

Domain Colors and Letter Codes

A	OPERATIONS AND ALGEBRAIC THINKING
B	NUMBER AND OPERATIONS IN BASE TEN
F	NUMBER AND OPERATIONS—FRACTIONS
G	GEOMETRY
M	MEASUREMENT AND DATA

Kindergarten

GOAL	CCSS
K-A1	K.OA.A
K-A11	K.OA.1
K-A12	K.OA.1
K-A13	K.OA.1
K-A14	K.OA.2
K-A15	K.OA.2
K-A16	K.OA.3
K-A17	K.OA.4
K-A18	K.OA.5
K-B1	K.NBT.A
K-B11	K.NBT.1
K-B12	K.NBT.1
K-B13	K.NBT.1
K-C1	K.CC.A
K-C11	K.CC.1
K-C12	K.CC.2
K-C13	K.CC.3
K-C14	K.CC.3
K-C2	K.CC.B
K-C21	K.CC.4a
K-C22	K.CC.4b
K-C23	K.CC.4c
K-C24	K.CC.5
K-C25	K.CC.5
K-C26	K.CC.5
K-C27	K.CC.5
K-C3	K.CC.C
K-C31	K.CC.6
K-C32	K.CC.6
K-C33	K.CC.7

GOAL	CCSS
K-G1	K.G.A
K-G11	K.G.1
K-G12	K.G.1
K-G13	K.G.1
K-G14	K.G.2
K-G15	K.G.3
K-G2	K.G.B
K-G21	K.G.4
K-G22	K.G.4
K-G23	K.G.5
K-G24	K.G.5
K-G25	K.G.5
K-G26	K.G.6
K-M1	K.MD.A
K-M11	K.MD.1
K-M12	K.MD.2
K-M13	K.MD.2
K-M14	K.MD.2
K-M2	K.MD.B
K-M21	K.MD.3
K-M22	K.MD.3
K-M23	K.MD.3
K-M24	K.MD.3

Grade 1

GOAL	CCSS
1-A1	1.OA.A
1-A11	1.OA.1
1-A12	1.OA.1
1-A13	1.OA.1
1-A14	1.OA.1
1-A15	1.OA.2
1-A2	1.OA.B
1-A21	1.OA.3
1-A22	1.OA.3
1-A23	1.OA.4
1-A3	1.OA.C
1-A31	1.OA.5
1-A32	1.OA.5
1-A33	1.OA.6
1-A34	1.OA.6
1-A35	1.OA.6
1-A36	1.OA.6
1-A37	1.OA.6
1-A38	1.OA.6
1-A39	1.OA.6
1-A4	1.OA.D
1-A41	1.OA.7
1-A42	1.OA.8
1-A43	1.OA.8
1-G1	1.G.A
1-G11	1.G.1
1-G12	1.G.1
1-G13	1.G.2
1-G14	1.G.2
1-G15	1.G.3
1-G16	1.G.3

GOAL	CCSS
1-B1	1.NBT.A
1-B11	1.NBT.1
1-B12	1.NBT.1
1-B13	1.NBT.1
1-B2	1.NBT.B
1-B21	1.NBT.2a
1-B22	1.NBT.2b
1-B23	1.NBT.2c
1-B24	1.NBT.3
1-B25	1.NBT.3
1-B3	1.NBT.C
1-B31	1.NBT.4
1-B32	1.NBT.4
1-B33	1.NBT.4
1-B34	1.NBT.4
1-B35	1.NBT.5
1-B36	1.NBT.6
1-B37	1.NBT.6
1-B38	1.NBT.6
1-M1	1.MD.A
1-M11	1.MD.1
1-M12	1.MD.1
1-M13	1.MD.2
1-M14	1.MD.2
1-M2	1.MD.B
1-M21	1.MD.3
1-M22	1.MD.3
1-M23	1.MD.3
1-M3	1.MD.C
1-M31	1.MD.4
1-M32	1.MD.4

Grade 2

GOAL	CCSS
2-A1	2.OA.A
2-A11	2.OA.1
2-A12	2.OA.1
2-A13	2.OA.1
2-A14	2.OA.1
2-A2	2.OA.B
2-A21	2.OA.2
2-A22	2.OA.2
2-A23	2.OA.2
2-A3	2.OA.C
2-A31	2.OA.3
2-A32	2.OA.3
2-A33	2.OA.4
2-A34	2.OA.4
2-B1	2.NBT.A
2-B11	2.NBT.1
2-B12	2.NBT.1a
2-B13	2.NBT.1b
2-B14	2.NBT.2
2-B15	2.NBT.3
2-B16	2.NBT.3
2-B17	2.NBT.3
2-B18	2.NBT.4
2-B2	2.NBT.B
2-B21	2.NBT.5
2-B22	2.NBT.5
2-B23	2.NBT.6
2-B24	2.NBT.7
2-B25	2.NBT.7
2-B26	2.NBT.7
2-B27	2.NBT.7
2-B28	2.NBT.8
2-B29	2.NBT.9

GOAL	CCSS
2-G1	2.G.A
2-G11	2.G.1
2-G12	2.G.1
2-G13	2.G.2
2-G14	2.G.3
2-G15	2.G.3
2-G16	2.G.3
2-M1	2.MD.A
2-M11	2.MD.1
2-M12	2.MD.2
2-M13	2.MD.3
2-M14	2.MD.4
2-M2	2.MD.B
2-M21	2.MD.5
2-M22	2.MD.6
2-M3	2.MD.C
2-M31	2.MD.7
2-M32	2.MD.7
2-M33	2.MD.8
2-M4	2.MD.D
2-M41	2.MD.9
2-M42	2.MD.10
2-M43	2.MD.10
2-M44	2.MD.10

ALIGNMENT CHARTS FOR GRADES 3-5

Goal Codes

Each student-friendly goal is represented with a brief 4-character code. For example, 3-M23 stands for Grade 3, Domain M, Cluster 2, Goal 3. There are often several goals aligned to the same standard.

Although Common Core uses letters for clusters, this goal numbering system uses numbers to avoid confusion between CCSS codes and goal codes.

Domain Colors and Letter Codes

A	OPERATIONS AND ALGEBRAIC THINKING
B	NUMBER AND OPERATIONS IN BASE TEN
F	NUMBER AND OPERATIONS—FRACTIONS
G	GEOMETRY
M	MEASUREMENT AND DATA

Grade 3

GOAL	CCSS
3-A1	3.OA.A
3-A11	3.OA.1
3-A12	3.OA.2
3-A13	3.OA.3
3-A14	3.OA.4
3-A2	3.OA.B
3-A21	3.OA.5
3-A22	3.OA.5
3-A23	3.OA.6
3-A3	3.OA.C
3-A31	3.OA.7
3-A32	3.OA.7
3-A4	3.OA.D
3-A41	3.OA.8
3-A42	3.OA.8
3-A43	3.OA.8
3-A44	3.OA.9
3-B1	3.NBT.A
3-B11	3.NBT.1
3-B12	3.NBT.2
3-B13	3.NBT.2
3-B14	3.NBT.2
3-B15	3.NBT.3
3-F1	3.NF.A
3-F11	3.NF.1
3-F12	3.NF.2a
3-F13	3.NF.2b
3-F14	3.NF.3a
3-F15	3.NF.3b
3-F16	3.NF.3c
3-F17	3.NF.3d

GOAL	CCSS
3-G1	3.G.A
3-G11	3.G.1
3-G12	3.G.2
3-M1	3.MD.A
3-M11	3.MD.1
3-M12	3.MD.1
3-M13	3.MD.1
3-M14	3.MD.2
3-M15	3.MD.2
3-M16	3.MD.2
3-M17	3.MD.2
3-M2	3.MD.B
3-M21	3.MD.3
3-M22	3.MD.4
3-M23	3.MD.4
3-M3	3.MD.C
3-M31	3.MD.5
3-M32	3.MD.6
3-M33	3.MD.7a
3-M34	3.MD.7b
3-M35	3.MD.7b
3-M36	3.MD.7c
3-M37	3.MD.7d
3-M4	3.MD.D
3-M41	3.MD.8
3-M42	3.MD.8
3-M43	3.MD.8
3-M44	3.MD.8

Grade 4

GOAL	CCSS
4-A1	4.OA.A
4-A11	4.OA.1
4-A12	4.OA.2
4-A13	4.OA.3
4-A14	4.OA.3
4-A15	4.OA.3
4-A16	4.OA.3
4-A2	4.OA.B
4-A21	4.OA.4
4-A22	4.OA.4
4-A23	4.OA.4
4-A3	4.OA.C
4-A31	4.OA.5
4-A32	4.OA.5
4-A33	4.OA.5
4-G1	4.G.A
4-G11	4.G.1
4-G12	4.G.1
4-G13	4.G.1
4-G14	4.G.2
4-G15	4.G.3
4-B1	4.NBT.A
4-B11	4.NBT.1
4-B12	4.NBT.2
4-B13	4.NBT.2
4-B14	4.NBT.2
4-B15	4.NBT.3
4-B16	4.NBT.3
4-B2	4.NBT.B
4-B21	4.NBT.4
4-B22	4.NBT.4
4-B23	4.NBT.5
4-B24	4.NBT.5
4-B25	4.NBT.5
4-B26	4.NBT.6
4-B27	4.NBT.6
4-B28	4.NBT.6

GOAL	CCSS
4-M1	4.MD.A
4-M11	4.MD.1
4-M12	4.MD.1
4-M13	4.MD.2
4-M14	4.MD.2
4-M15	4.MD.2
4-M16	4.MD.2
4-M17	4.MD.3
4-M18	4.MD.3
4-M2	4.MD.B
4-M21	4.MD.4
4-M22	4.MD.4
4-M3	4.MD.C
4-M31	4.MD.5
4-M32	4.MD.6
4-M33	4.MD.7
4-F1	4.NF.A
4-F11	4.NF.1
4-F12	4.NF.1
4-F13	4.NF.2
4-F14	4.NF.2
4-F15	4.NF.2
4-F2	4.NF.B
4-F21	4.NF.3ab
4-F22	4.NF.3ab
4-F23	4.NF.3c
4-F24	4.NF.3d
4-F25	4.NF.4a
4-F26	4.NF.4bc
4-F3	3.NF.C
4-F31	4.NF.5
4-F32	4.NF.5
4-F33	4.NF.6
4-F34	4.NF.6
4-F35	4.NF.7

Grade 5

GOAL	CCSS
5-A1	6.OA.A
5-A11	5.OA.1
5-A12	5.OA.2
5-A2	5.OA.B
5-B21	5.OA.3
5-B22	5.OA.3
5-B1	5.NBT.A
5-B11	5.NBT.1
5-B12	5.NBT.2
5-B13	5.NBT.2
5-B14	5.NBT.2
5-B15	5.NBT.3a
5-B16	5.NBT.3a
5-B17	5.NBT.3b
5-B18	5.NBT.4
5-B2	5.NBT.B*
5-B21	5.NBT.5
5-B22	5.NBT.5
5-B23	5.NBT.6
5-B24	5.NBT.6
5-B25	5.NBT.6
5-B26	5.NBT.6
5-B2	5.NBT.B*
5-B31	5.NBT.7
5-B32	5.NBT.7
5-B33	5.NBT.7
5-B34	5.NBT.7
5-G1	5.G.A
5-G11	5.G.1
5-G12	5.G.2
5-G13	5.G.2
5-G2	5.G.B
5-G21	5.G.3
5-G22	5.G.4

GOAL	CCSS
5-F1	5.NF.A
5-F11	5.NF.1
5-F12	5.NF.1
5-F13	5.NF.1
5-F14	5.NF.2
5-F15	5.NF.2
5-F16	5.NF.2
5-F2	5.NF.B
5-F21	5.NF.3
5-F22	5.NF.4a
5-F23	5.NF.4b
5-F24	5.NF.5ab
5-F25	5.NF.6
5-F26	5.NF.7a
5-F27	5.NF.7b
5-F28	5.NF.7b
5-F29	5.NF.7c
5-M1	5.MD.A
5-M11	5.MD.1
5-M12	5.MD.1
5-M2	5.MD.B
5-M21	5.MD.2
5-M22	5.MD.2
5-M3	5.MD.C
5-M31	5.MD.3
5-M32	5.MD.4
5-M33	5.MD.5a
5-M34	5.MD.5b
5-M35	5.MD.5c

*In CCSS, this domain has two clusters, A & B. Because Cluster B has more than nine goals, it was divided into two parts.

ALIGNMENT CHARTS FOR GRADES 6-8

Goal Codes

Each student-friendly goal is represented with a brief 4-character code. For example, 6-N23 stands for Grade 6, Domain N, Cluster 2, Goal 3. There are often several goals aligned to the same standard.

Although Common Core uses letters for clusters, the goal numbering system uses numbers to avoid confusion between CCSS codes and goal codes.

Domain Colors and Letter Codes

E	EXPRESSIONS, EQUATIONS, & FUNCTIONS*
G	GEOMETRY
N	THE NUMBER SYSTEM
R	RATIOS AND PROPORTIONAL RELATIONSHIPS
S	STATISTICS AND PROBABILITY

* The Functions domain in Grade 8 is incuded with Expressions and Equations.

Grade 6

GOAL	CCSS
6-E1	6.EE.A
6-E11	6.EE.1
6-E12	6.EE.2a
6-E13	6.EE.2b
6-E14	6.EE.2c
6-E15	6.EE.2c
6-E16	6.EE.3
6-E17	6.EE.4
6-E2	6.EE.B
6-E21	6.EE.5
6-E22	6.EE.6
6-E23	6.EE.7
6-E24	6.EE.7
6-E25	6.EE.8
6-E26	6.EE.8
6-E3	6.EE.C
6-E31	6.EE.9
6-E32	6.EE.9
6-E33	6.EE.9
6-G1	6.G.A
6-G11	6.G.1
6-G12	6.G.1
6-G13	6.G.1
6-G14	6.G.2
6-G15	6.G.2
6-G16	6.G.3
6-G17	6.G.3
6-G18	6.G.4
6-G19	6.G.4
6-R1	6.RP.A
6-R11	6.RP.1
6-R12	6.RP.2
6-R13	6.RP.3a
6-R14	6.RP.3d
6-R15	6.RP.3d
6-R16	6.RP.3b
6-R17	6.RP.3c
6-R18	6.RP.3c
6-R19	6.RP.3c

GOAL	CCSS
6-N1	6.NS.A
6-N11	6.NS.1
6-N12	6.NS.1
6-N13	6.NS.1
6-N2	6.NS.B
6-N21	6.NS.2
6-N22	6.NS.3
6-N23	6.NS.3
6-N24	6.NS.3
6-N25	6.NS.4
6-N26	6.NS.4
6-N27	6.NS.4
6-N3	6.NS.C
6-N31	6.NS.5
6-N32	6.NS.6a
6-N33	6.NS.6b
6-N34	6.NS.6c
6-N35	6.NS.7a
6-N36	6.NS.7bcd
6-N37	6.NS.8
6-N38	6.NS.8
6-S1	6.SP.A
6-S11	6.SP.1
6-S12	6.SP.2
6-S13	6.SP.2
6-S14	6.SP.2
6-S15	6.SP.3
6-S2	6.SP.B
6-S21	6.SP.5c
6-S22	6.SP.4
6-S23	6.SP.4
6-S24	6.SP.5c
6-S25	6.SP.5

Grade 7

GOAL	CCSS
7-E1	7.EE.A
7-E11	7.EE.1
7-E12	7.EE.2
7-E13	7.EE.2
7-E3	7.EE.B
7-E21	7.EE.3
7-E22	7.EE.3
7-E23	7.EE.3
7-E24	7.EE.3
7-E25	7.EE.4a
7-E26	7.EE.4a
7-E27	7.EE.4a
7-E28	7.EE.4b
7-E29	7.EE.4b
7-G1	7.G.A
7-G11	7.G.1
7-G12	7.G.1
7-G13	7.G.2
7-G14	7.G.2
7-G15	7.G.3
7-G2	7.G.B
7-G21	7.G.4
7-G22	7.G.4
7-G23	7.G.5
7-G24	7.G.6
7-G25	7.G.6
7-N1	7.NS.A*
7-N11	7.NS.1ab
7-N12	7.NS.1c
7-N13	7.NS.1c
7-N14	7.NS.1d
7-N15	7.NS.1d
7-N2	7.NS.A*
7-N21	7.NS.2a
7-N22	7.NS.2a
7-N23	7.NS.2b
7-N24	7.NS.2b
7-N25	7.NS.2c
7-N26	7.NS.2d
7-N27	7.NS.3
7-N28	7.NS.3

GOAL	CCSS
7-R1	7.RP.A*
7-R11	7.RP.1
7-R12	7.RP.2a
7-R13	7.RP.2a
7-R14	7.RP.2b
7-R15	7.RP.2b
7-R16	7.RP.2c
7-R17	7.RP.2d
7-R2	7.RP.A*
7-R21	7.RP.3
7-R22	7.RP.3
7-R23	7.RP.3
7-R24	7.RP.3
7-R25	7.RP.3
7-S1	7.SP.A
7-S11	7.SP.1
7-S12	7.SP.2
7-S13	7.SP.2
7-S2	7.SP.B
7-S21	7.SP.3
7-S22	7.SP.4
7-M3	7.MD.C
7-S31	7.SP.5
7-S32	7.SP.6
7-S33	7.SP.7a
7-S34	7.SP.7b
7-S35	7.SP.8a
7-S36	7.SP.8b
7-S37	7.SP.8c

*In CCSS, this domain has one cluster. Because the cluster has more than nine goals, it was divided into two parts.

Grade 8

GOAL	CCSS
8-E1	8.EE.A
8-E11	8.EE.1
8-E12	8.EE.1
8-E13	8.EE.2
8-E14	8.EE.2
8-E15	8.EE.3
8-E16	8.EE.3
8-E17	8.EE.4
8-E18	8.EE.4
8-E19	8.EE.4
8-E3	8.EE.B
8-E21	8.EE.5
8-E22	8.EE.5
8-E23	8.EE.6
8-E24	8.EE.6
8-E3	8.EE.C
8-E31	8.EE.7a
8-E32	8.EE.7a
8-E33	8.EE.7b
8-E34	8.EE.8a
8-E35	8.EE.8b
8-E36	8.EE.8b
8-E37	8.EE.8c
8-E4	8.F.A
8-E41	8.F.1
8-E42	8.F.2
8-E43	8.F.3
8-E5	8.F.B
8-E51	8.F.4
8-E52	8.F.4
8-E53	8.F.4
8-E54	8.F.5
8-E55	8.F.5

GOAL	CCSS
8-G1	8.G.A
8-G11	8.G.1
8-G12	8.G.2
8-G13	8.G.3
8-G14	8.G.4
8-G15	8.G.4
8-G16	8.G.4
8-G17	8.G.4
8-G18	8.G.5
8-G19	8.G.5
8-G2	8.G.B
8-G21	8.G.6
8-G22	8.G.7
8-G23	8.G.8
8-G3	8.G.C
8-G31	8.G.9
8-G32	8.G.9
8-G33	8.G.9
8-G34	8.G.9
8-N1	8.NS.A
8-N11	8.NS.1
8-N12	8.NS.1
8-N13	8.NS.2
8-S1	8.SP.A
8-S11	8.SP.1
8-S12	8.SP.1
8-S13	8.SP.2
8-S14	8.SP.2
8-S15	8.SP.3
8-S16	8.SP.4