| Kindergarten <br> Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Representing and comparing whole <br> numbers, initially with sets of objects | Representing, comparing, and ordering <br> whole numbers and joining and separating <br> sets |
| Describing shapes and space | Describing shapes and space |

## Grade 1

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Developing understanding of addition, <br> subtraction, and strategies for addition and <br> subtraction within 20 | Developing understandings of addition and <br> subtraction and strategies for basic <br> addition facts and related subtraction facts |
| Developing understanding of whole <br> number relationship and place value, <br> including grouping in tens and ones | Developing an understanding of whole <br> number relationships, including grouping <br> in tens and ones |
|  |  |
| Developing understanding of linear |  |
| measurement and measuring lengths as |  |
| iterating length units | Developing an understanding of linear |
| measurement and facility in measuring |  |
| lengths |  |
| lomposing and decomposing geometric |  |
| shapes |  |

## Grade 2

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Extending understanding of base-ten <br> notation | Developing an understanding of the base- <br> ten numeration system and place-value <br> concepts |
| Building fluency with addition and |  |
| subtraction | Developing quick recall of addition facts <br> and related subtraction facts and fluency <br> with multi-digit addition and subtraction |
| Describing and analyzing shapes |  |
| Using standard units of measure |  |

## Grade 3

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Developing understanding of multiplication <br> and division and strategies for <br> multiplication and division within 100 | Developing understandings of <br> multiplication and division and strategies <br> for basic multiplication facts and related <br> division facts |
| Developing understanding of the structure <br> of rectangular arrays and of area | Developing an understanding of area and <br> perimeter and determining the areas and <br> perimeters of two-dimensional shapes |
| Describing and analyzing two-dimensional | Describing properties of two-dimensional <br> shapes and classifying three-dimensional <br> shapes |
| Developing understanding of fractions, <br> especially unit fractions (fractions with <br> numerator 1) | Developing an understanding of fractions <br> and fraction equivalence |

## Grade 4

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Developing understanding and fluency <br> with multi-digit multiplication, and <br> developing understanding of dividing to <br> find quotients involving multi-digit <br> dividends | Developing fluency with multiplication of <br> whole numbers |

## Grade 5

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Extending division to 2-digit divisors, <br> integrating decimal fractions into the place <br> value system and developing <br> understanding of operations with decimals <br> to hundredths, and developing fluency <br> with whole number and decimal operation | Developing an understanding of and <br> fluency with division of whole numbers |
| Developing fluency with addition and |  |
| subtraction of fractions, developing |  |
| understanding of the multiplication of |  |
| fractions and of division of fractions in |  |
| limited cases (unit fractions divided by |  |
| whole numbers and whole numbers |  |
| divided by unit fractions) |  |$\quad$| Developing an understanding of and |
| :--- |
| fluency with addition and subtraction of |
| fractions and decimals |

## Grade 6

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Connecting ratio and rate to whole number <br> multiplication and division and using <br> concepts of ratio and rate to solve <br> problems | Developing an understanding of operations <br> on all rational numbers |
| Completing understanding of division of <br> fractions and extending the notion of <br> number to the system of rational numbers, <br> which includes negative numbers |  |

## Grade 7

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Developing understanding of and applying <br> proportional relationships | Developing an understanding of and <br> applying proportionality, including <br> similarity |

## Grade 8

| Common Core State Standards <br> Critical Areas | Michigan <br> Focal Points |
| :--- | :--- |
| Grasping the concept of a function and <br> using functions to describe quantitative <br> relationships | Analyzing and representing non-linear <br> functions |

