Emphases in Common Core Standards for Mathematical Content
Kindergarten – High School
July 15, 2013

Content Emphases by Cluster

Describes content emphases in the standards at the cluster level for each grade. These are provided because curriculum, instruction and assessment at each grade must reflect the focus and emphasis of the standards.

Not all of the content in a given grade is emphasized equally in the standards. The list of content standards for each grade is not a flat, one-dimensional checklist; this is by design. There are sometimes strong differences of emphasis even within a single domain. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice. Without such focus, attention to the practices would be difficult and unrealistic, as would best practices like formative assessment.

Therefore, to make relative emphases in the standards more transparent and useful, PARCC has created the math emphases, which designate clusters as Major, Supporting and Additional for each grade (3-8) or course (in high school). The emphases are featured in the PARCC Model Content Frameworks for Mathematics. Although the Board of Regents has not yet determined if New York State will administer PARCC assessments when they are available beginning in the 2014-15 school year, the PARCC Model Content Frameworks at http://www.parcconline.org/parcc-model-content-frameworks are firmly rooted in the Common Core Learning Standards and college/career readiness. Therefore, all curricular and professional development resources produced by the New York State Education Department will follow these Frameworks, as will new State assessments beginning with the 2013-14 school year. For more information on the role of the Frameworks please go to http://www.p12.nysed.gov/assessment/math/ccmath/parccmcf.pdf.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The assessments will mirror the message that is communicated here: Major Clusters will be a majority of the assessment, Supporting Clusters will be assessed through their success at supporting the Major Clusters and Additional Clusters will be assessed as well. The assessments will strongly focus where the standards strongly focus.

In addition to identifying the Major, Supporting, and Additional Clusters for each grade, suggestions are given in each grade for ways to connect the Supporting Clusters to the Major Clusters of the grade. Thus, rather than suggesting even inadvertently that some material not be taught, there is direct advice for teaching it in ways that foster greater focus and coherence.

Finally, the following are some recommendations for using the cluster-level emphases:

Do …
- Use the guidance to inform instructional decisions regarding time and other resources spent on clusters of varying degrees of emphasis.
- Allow the focus on the major work of the grade to open up the time and space to bring the Standards for Mathematical Practice to life in mathematics instruction through sense-making, reasoning, arguing and critiquing, modeling, etc.
- Evaluate instructional materials taking the cluster-level emphases into account. The major work of the grade must be presented with the highest possible quality; the supporting work of the grade should indeed support the major focus, not detract from it.
- Set priorities for other implementation efforts taking the emphases into account, such as staff development; new curriculum development; or revision of existing formative or summative testing at the state, district or school level.

Don't …
- Neglect any material in the standards. (Instead, use the information provided to connect Additional Clusters to the other work of the grade.)
- Sort clusters from Major to Additional, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.
- Use the cluster headings as a replacement for the standards. All features of the standards matter — from the practices to surrounding text to the particular wording of individual content standards. Guidance is given at the cluster level as a way to talk about the content with the necessary specificity yet without going so far into detail as to compromise the coherence of the standards.

Note: This page has been updated to indicate that New York State is using the emphases in the PARCC Model Content Frameworks for Mathematics and to ensure consistency with new labels for emphasis levels.

The PARCC Model Content Frameworks for Mathematics, which feature the emphases, are available at the following link:

http://www.parcconline.org/parcc-model-content-frameworks

For more information on New York State's new Common Core exams, see:

http://www.engageny.org/common-core-assessments

Explanations of terms used:

Major clusters – areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%).

Supporting clusters – rethinking and linking; areas where some material is being covered, but in a way that applies core understandings (approximately 20%).

Additional Clusters – expose students to other subjects, though at a distinct, level of depth and intensity (approximately 10%).

Kindergarten

Major	Supporting	Additional
Counting and Cardinality	**Geometry**	**Measurement and Data**
▪ Know number names and count sequence.	☐ Identify and describe shapes.	○ Describe and compare measurable attributes.
▪ Count to tell the number of objects.	☐ Analyze, compare, create, and compose shapes.	○ Classify objects in categories.
▪ Compare numbers.		
Operations and Algebraic Thinking		
▪ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
Number and Operations in Base Ten		
▪ Work with numbers 11-19 to grain foundations for place value.		

Depth Opportunities:

CC 4, 5, 6; OA 2, 4

Grade 1

Major	Supporting	Additional
Operations and Algebraic Thinking ▪ Represent and solve problems involving addition and subtraction. ▪ Understand and apply properties of operations and the relationship between addition and subtraction. ▪ Add and subtract within 20. ▪ Work with addition and subtraction equations. **Number and Operations in Base Ten** ▪ Extend the counting sequence. ▪ Understand place value. ▪ Use place value understanding and properties of operations to add and subtract. **Measurement and Data** ▪ Measure lengths indirectly and by iterating length units.	**Geometry** ☐ Reason with shapes and their attributes.	**Measurement and Data** ○ Tell and write time. ○ Represent and interpret data.

Depth Opportunities:

OA 1, 6; NBT 2, 4; MD 2

Grade 2

Major	Supporting	Additional
Operations and Algebraic Thinking ■ Represent and solve problems involving addition and subtraction. ■ Add and subtract within 20. ■ Work with equal groups of objects to gain foundations for multiplication. **Number and Operations in Base Ten** ■ Understand place value. ■ Use place value understanding and properties of operations to add and subtract. **Measurement and Data** ■ Measure and estimate lengths in standard units. ■ Relate addition and subtraction to length.	**Geometry** ☐ Reason with shapes and their attributes.	**Measurement and Data** ○ Work with time and money. ○ Represent and interpret data.

Depth Opportunities:

OA 1, 2; NBT 1, 7; MD 5

Grade 3

Major	Supporting	Additional
Operations and Algebraic Thinking ■ Represent and solve problems involving multiplication and division. ■ Understand the properties of multiplication and the relationship between multiplication and division. ■ Multiply and divide within 100. ■ Solve problems involving the four operations, and identify and explain patterns in arithmetic. **Number and Operations – Fractions** ■ Develop understanding of fractions as numbers. **Measurement and Data** ■ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. ■ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	**Geometry** ☐ Reason with shapes and their attributes.[1] **Measurement and Data** ☐ Represent and interpret data. [2]	**Number and Operations in Base Ten** ○ Use place value understanding and properties of operations to perform multi-digit arithmetic. **Measurement and Data** ○ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Depth Opportunities:

OA 3, 6; NF 3; MD 2, 7

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[1] *Work should be positioned in support of area measurement and understanding of fractions.*

[2] *Students multiple and divide to solve problems using information presented in scaled bar graphs. Pictographs and scaled bar graphs are a visually appealing context for one- and two-step word problems.*

Grade 4

Major	Supporting	Additional
Operations and Algebraic Thinking ▪ Use the four operations with whole numbers to solve problems. **Number and Operations in Base Ten** ▪ Generalize place value understanding for multi-digit whole numbers. ▪ Use place value understanding and properties of operations to perform multi-digit arithmetic. **Number and Operations – Fractions** ▪ Extend understanding of fraction equivalence and ordering. ▪ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. ▪ Understand decimal notation for fractions, and compare decimal fractions.	**Operations and Algebraic Thinking** ☐ Gain familiarity with factors and multiples. [3] **Measurement and Data** ☐ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ☐ Represent and interpret data. [4]	**Operations and Algebraic Thinking** ○ Generate and analyze patterns. **Measurement and Data** ○ Geometric measurement: understand concepts of angles and measure angles. **Geometry** ○ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Depth Opportunities:

NBT 5, 6; NF 1, 3, 4

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[3] *Work in this cluster supports students' work with multi-digit arithmetic as well as their work with fraction equivalence.*

[4] *The standard in this cluster requires students to use a line plot to display measuresments in fractions of a unit and to solve problems involving addition and subtraction of fractions, connecting it directly to the Number and Operations – Fractions clusters.*

Grade 5

Major	Supporting	Additional
Number and Operations in Base Ten ■ Understand the place value system. ■ Perform operations with multi-digit whole numbers and with decimals to hundredths. **Number and Operations – Fractions** ■ Use equivalent fractions as a strategy to add and subtract fractions. ■ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **Measurement and Data** ■ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Measurement and Data** ☐ Represent and interpret data. [5] ☐ Convert like measurement units within a given measurement system. [6]	**Operations and Algebraic Thinking** ○ Write and interpret numerical expressions. ○ Analyze patterns and relationships. **Geometry** ○ Graph points on the coordinate plane to solve real-world and mathematical problems. ○ Classify two-dimensional figures into categories based on their properties.

Depth Opportunities:

NBT 1, 6; NF 2, 4; MD 5

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[5] *The standard in this cluster provides an opportunity for solving real-world problems with operations on fractions, connecting directly to both number and Operations – Fractions clusters.*

[6] *Work in these standards supports computation with decimals. For example, converting 5 cm to .05 m involves computation with decimals to hundredths.*

Grade 6

Major	Supporting	Additional
Ratios and Proportional Relationships ■ Understand ratio concepts and use ratio reasoning to solve problems. **The Number System** ■ Apply and extend previous understandings of numbers to the system of rational numbers. ■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions. **Expressions and Equations** ■ Apply and extend previous understandings of arithmetic to algebraic expressions. ■ Reason about and solve one-variable equations and inequalities. ■ Represent and analyze quantitative relationships between dependent and independent variables.	**Geometry** ☐ Solve real-world and mathematical problems involving area, surface area, and volume.[7]	**Statistics and Probability** ○ Develop understanding of statistical variability. ○ Summarize and describe distributions. **The Number System** ○ Compute fluently with multi-digit numbers and find common factors and multiples.

Depth Opportunities:

RP 3; NS 1; NS 8; EE 3, 7

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[7] *In this cluster, students work on problems with areas of triangles and volumes of right rectangular prisms, which connects to work in the Expressions and Equations domain. In addition, another standard within this cluster asks students to draw polygons in the coordinate plane, which supports work with the coordinate plane in the Number System domain.*

Grade 7

Major	Supporting	Additional
Ratios and Proportional Relationships ■ Analyze proportional relationships and use them to solve real-world and mathematical problems. **The Number System** ■ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. **Expressions and Equations** ■ Use properties of operations to generate equivalent expressions. ■ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	**Statistics and Probability** ☐ Use random sampling to draw inferences about a population. [8] ☐ Investigate chance processes and develop, use, and evaluate probability models. [9]	**Statistics and Probability** ○ Draw informal comparative inferences about two populations. **Geometry** ○ Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. ○ Draw, construct and describe geometrical figures and describe the relationships between them.

Depth Opportunities:

RP 2; NS 3; EE 3, 4; G 6

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[8] *The standards in this cluster represent opportunities to apply percentages and proportional reasoning. In order to make inferences about a population, one needs to apply such reasoning to the sample and the entire population.*

[9] *Probability models draw on proportional reasoning and should be connected to the major work in those standards.*

Grade 8

Major	Supporting	Additional
Expressions and Equations ■ Work with radicals and integer exponents. ■ Understand the connections between proportional relationships, lines, and linear equations. ■ Analyze and solve linear equations and pairs of simultaneous linear equations. **Functions** ■ Define, evaluate, and compare functions. **Geometry** ■ Understand and apply the Pythagorean Theorem. ■ Understand congruence and similarity using physical models, transparencies, or geometry software.	**The Number System** ☐ Know that there are numbers that are not rational, and approximate them by rational numbers. [10] **Functions** ☐ Use functions to model relationships between quantities. [11] **Statistics and Probability** ☐ Investigate patterns of association in bivariate data.[12]	**Geometry** ○ Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Depth Opportunities:

EE 5, 7, 8; F 2; G 7

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[10] *Work with the number system in this grade is intimately related to work with radicals, and both of these may be connected to the Pythagorean Theorem as well as to volume problems, e.g., in which a cube has known volume but unknown edge lengths.*

[11] *The work in this cluster involves functions for modeling linear relationships and a rate of change/initial value, which supports work with proportional relationships and setting up linear equations.*

[12] *Looking for patterns in scatterplots and using linear models to describe data are directly connected to the work in the Expressions and Equations clusters. Together, these represent a connection to the Standard for Mathematical Practice Model with mathematics.*

High School: Number and Quantity

Major	Supporting	Additional
Quantities ▪ Reason quantitatively and use units to solve problems. **The Real Number System** ▪ Extend the properties of exponents to rational exponents.	**The Complex Number System** ☐ Perform arithmetic operations with complex numbers. **The Real Number System** ☐ Use properties of rational and irrational numbers.	**The Complex Number System** ○ Represent complex numbers and their operations on the complex plane. ○ Use complex numbers in polynomial identities and equations. **Vector and Matrix Quantities** ○ Represent and model with vector quantities. ○ Perform operations on vectors. ○ Perform operations on matrices and use matrices in applications.

Depth Opportunities:

N–NQ 1

High School: Algebra

Major	Supporting	Additional
Seeing the Structure in Expressions ▪ Interpret the structure of expressions. ▪ Write expressions in equivalent forms to solve problems. **Arithmetic with Polynomials and Rational Expressions** ▪ Perform arithmetic operations on polynomials. ▪ Understand the relationship between zeros and factors of polynomials. **Creating Equations** ▪ Create equations that describe numbers or relationships. **Reasoning with Equations and Inequalities** ▪ Understand solving equations as a process of reasoning and explain the reasoning. ▪ Solve equations and inequalities in one variable. ▪ Solve systems of equations.	**Arithmetic with Polynomials and Rational Expressions** ☐ Rewrite rational expressions. **Reasoning with Equations and Inequalities** ☐ Represent and solve equations and inequalities graphically.	**Arithmetic with Polynomials and Rational Expressions** ○ Use polynomial identities to solve problems.

Depth Opportunities:

A–SSE 2, 3; A–APR 1; A–CED 3; A–REI 4

High School: Functions

Major	Supporting	Additional
Interpreting Functions	**Building Functions**	**Trigonometric Functions**
■ Understand the concept of a function and understand function notation.	☐ Build new functions from existing functions.	○ Extend the domain of trigonometric functions using the unit circle.
■ Interpret functions that arise in applications in terms of the context.		○ Model periodic phenomena with trigonometric functions.
■ Analyze functions using different representations.		○ Prove and apply trigonometric identities.
Building Functions		
■ Build a function that models a relationship between two quantities.		
Linear, Quadratic and Exponential Models		
■ Construct and compare linear, quadratic, and exponential models and solve problems.		
■ Interpret expressions for functions in terms of the situation they model.		

Depth Opportunities:

F-IF 4, 8, 9; F–LE 1

High School: Geometry

Major	Supporting	Additional
Congruence ▪ Prove geometric theorems. **Expressing Geometric Properties with Equations** ▪ Use coordinates to prove simple theorems algebraically. **Similarity, Right Triangles, and Trigonometry** ▪ Define trigonometric ratios and solve problems involving right triangles. **Modeling with Geometry** ▪ Apply geometric concepts in modeling situations.	**Congruence** ☐ Experiment with transformations in the plane. ☐ Understand congruence in terms of rigid motions. ☐ Make geometric constructions. **Circles** ☐ Understand and apply theorems about circles. ☐ Find arc lengths and areas of sectors of circles. **Similarity, Right Triangles, and Trigonometry** ☐ Understand similarity in terms of similarity transformations.	**Similarity, Right Triangles, and Trigonometry** ○ Prove theorems involving similarity. ○ Apply trigonometry to general triangles. **Geometric Measurement and Dimension** ○ Explain volume formulas and use them to solve problems. ○ Visualize relationships between two-dimensional and three-dimensional objects. **Expressing Geometric Properties with Equations** ○ Translate between the geometric description and the equation for a conic section. (Here because of circles.)

Depth Opportunities:

GPE 1, 4, 7; G–MG 2

High School: Statistics and Probability

Major	Supporting	Additional
Interpreting Categorical and Quantitative Data	**Making Inferences and Justifying Conclusions**	**Conditional Probability and the Rules of Probability**
■ Summarize, represent, and interpret data on a single count or measurement variable.	☐ Understand and evaluate random processes underlying statistical experiments.	○ Understand independence and conditional probability and use them to interpret data.
■ Summarize, represent, and interpret data on two categorical and quantitative variables.	**Interpreting Categorical and Quantitative Data**	○ Use the rules of probability to compute probabilities of compound events in a uniform probability model.
Making Inferences and Justifying Conclusions	☐ Interpret linear models.	**Using Probability to Make Decisions**
■ Make inferences and justify conclusions from sample surveys, experiments, and observational studies.		○ Calculate expected values and use them to solve problems.
		○ Use probability to evaluate outcomes of decisions.

Depth Opportunities:

S–ID 3, 5, 6, 9; S–IC 3