

Standards Correlation: Symphony Math® and Mathematics Florida Standards (MAFS)

Mathematics Florida Standards (MAFS)		Symphony Math	
Standard	Description	Stage References	Concepts
MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1.1, 1.3, 1.4, 2.1	Sequencing, Counting Forward, Counting Backward
MAFS.K.CC.1.3	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).	1.2	Identifying Numbers (connection between models and numbers pervasive throughout curriculum)
MAFS.K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	1.1, 1.2	Sequencing, Identifying Numbers
MAFS.K.CC.2.5	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.	1.2, 4.1	Identifying Numbers, Ten as a Unit
MAFS.K.CC.3.6	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.	2.1-2.5	Find ‘One More’, Find ‘One Less’, Find ‘More’, Find ‘Less’, Same
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals.	2.1-2.5, 5.1-5.3	Find ‘One More’, Find ‘One Less’, Find ‘More’, Find ‘Less’, Same, Equals, Greater Than, Less Than

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MAFS.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	3.1-3.7	Addition & Subtraction to sums of 5, with models, numbers, auditory, and written expressions
MAFS.K.OA.1.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	3.1-3.7, 4.1, 4.2, 4.4	Addition & Subtraction to sums of 5, and parts of 10, with models, numbers, auditory, and written expressions. All word problems can be narrated - reading is not required.
MAFS.K.OA.1.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	4.1-4.4	Ten as a Unit, Making 10, 10 Plus, Subtraction with 10
MAFS.K.OA.1.5	Fluently add and subtract within 5.	3.1—3.4, MR 1, MR 2	Addition & Subtraction to sums of 5, in both conceptual and fluency environments
MAFS.K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem.	3.1-3.7, 4.1, 4.2, 4.4	Addition & Subtraction to sums of 5, and parts of 10, with models, numbers, auditory, and written expressions. Tasks include missing sum, missing part, and missing parts. All word problems can be narrated - reading is not required.
MAFS.K.NBT.1.1	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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones	4.3, 4.4	Ten Plus, Subtracting with 10
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	2.1-2.5	Find 'More', Find 'Taller', Find 'Shorter, etc.
MAFS.K.MD.1.2	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. For example, directly compare the heights of two children and describe one child as taller/shorter.	2.1-2.5	Find 'One More', Find 'One Less', Find 'More', Find 'Less', Same

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MAFS.1.OA.1.1	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.	3.1-3.4, 4.1, 4.3, 6.1-6.4	Solve word problems using models and/or number sentences. No reading required.
MAFS.1.OA.2.3	Apply properties of operations as strategies to add and subtract. 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.)	3.7, 6.5	Commutative Property, Fact Families
MAFS.1.OA.2.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	3.4, 6.4	Beginning Subtraction: Missing Change, Advanced Subtraction: Missing Change
MAFS.1.OA.3.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	consistent throughout curriculum	Dot cards, number lines models emphasize counting and counting on as strategies for addition and subtraction
MAFS.1.OA.3.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	3.1-3.4, 4.1-4.4, 6.1-6.4, MR 3, MR 4	Addition & Subtraction to 5, Ten as a Unit, Addition & Subtraction to 20, fact fluency to 10
MAFS.1.OA.4.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	3.1-3.4, 4.1-4.4, 6.1-6.6	Equals sign presented on left and right side of number sentences throughout the program
MAFS.1.OA.4.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	3.2, 3.4, 6.2, 6.4	Missing part addition and subtraction with sums to 20; Equal sign on left and right
MAFS.1.NBT.1.1	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.	7.1-7.5	Working with tens, adding and subtracting tens, identifying multi-digit numbers

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MAFS.1.NBT.2.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. a) 10 can be thought of as a bundle of ten ones – called a “ten.” b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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). d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).	4.1, 4.3, 7.1-7.3, 8.1-8.4	Introducing 10, Ten Plus, Identifying 10s, Making 10s, Count Forward and Backward by 10s, Place Value Addition: Missing Result and Missing Part; Place Value Subtraction: Missing Result and Missing Change
MAFS.1.NBT.2.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	5.2, 5.3, 7.9	Greater Than, Less Than, Comparing 10s
MAFS.1.NBT.3.4	Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., $24 + 9$, $13 + 10$, $27 + 40$), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	7.7, 8.1, 8.2, 8.8	Combinations of 100; Place Value Addition: Missing Result, Missing Change; Adding with Multiples of 10 - No Regrouping
MAFS.1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	8.5-8.7	Parts-to-Whole with 1s and 10s (multiple solutions, +10, and -10)
MAFS.1.NBT.3.6	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.	8.3, 8.4, 8.7	Place Value Subtraction, Missing Result, Missing Change; Part-Whole with 1s and 10s (-10)
MAFS.2.OA.1.1	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.	8.1-8.4	Place Value Addition: Missing Result and Missing Part; Place Value Subtraction: Missing Result and Missing Change

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MAFS.2.OA.1.a	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\hspace{1cm}} + 18$, $? - 6 = 13 - 4$, and $15 - 9 = 6 + \square$.	12.1-12.5	Regrouping to 100 with Missing Result and Missing Change, Addition and Subtraction
MAFS.2.OA.2.2	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.	MR 1, MR 2, MR 3, MR 4, MR 5, MR 6	Add & Subtract Fluency to Sums of 5, 10, and 20 - Missing Sums and Missing Parts
MAFS.2.OA.3.4	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.	11.1-11.2	Skip Counting, Adding 2s, 3s, and 4s
MAFS.2.NBT.1.1	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.	9.1, 9.4, 9.5, 10.5	Identifying 100s, Find '100 More', Find '100 Less', Parts-to-Whole with 1s, 10s, and 100s
MAFS.2.NBT.1.2	Count within 1000; skip-count by 5s, 10s, and 100s	9.2, 9.3, 11.1	Making 100s, Count Forward and Backward by 100, Skip Counting
MAFS.2.NBT.1.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	10.8	Comparing 3-digit Numbers
MAFS.2.NBT.2.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	12.2-12.5	Regrouping with 2-digit Numbers to 100: Addition, Subtraction, Missing Result and Missing Change
MAFS.2.NBT.2.7	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.	10.1-10.4, 12.6-12.7	Place Value Addition & Subtraction: Missing Result and Missing Change; Regrouping with 3-digit Numbers to 1000: Addition and Subtraction
MAFS.2.NBT.2.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	MR 7, MR 8	Fluency with Addition & Subtraction Facts to 200 (i.e. $90 + 20 = ?$)

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MAFS.2.MD.2.5	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.	8.1-8.4	Place Value Addition: Missing Result and Missing Part; Place Value Subtraction: Missing Result and Missing Change
MAFS.2.MD.2.6	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.	All Stages	Number Lines used extensively throughout curriculum. Students use number lines with points 1, 10, and 100 correspondence.
MAFS.3.OA.1.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	11.3, 13.1-3, 15.1-3	Equal Groupings; Multiplication, Unknown Product, Unknown Number of Groups, Unknown Size of Group
MAFS.3.OA.1.2	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 (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	13.4-13.6, 15.4-6	Division, Missing Dividend, Missing Divisor
MAFS.3.OA.1.3	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.	13.1-3, 15.1-3, 13.4-13.6, 15.4-6	Multiplication, Unknown Product, Unknown Number of Groups, Unknown Size of Group; Division, Missing Dividend, Missing Divisor
MAFS.3.OA.1.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes the equation true in each of the equations, $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.	13.2-3, 15.2-3, 13.5-13.6, 15.5-6	Multiplication, Unknown Product, Unknown Number of Groups, Unknown Size of Group; Division, Missing Dividend, Missing Divisor
MAFS.3.OA.2.5	Apply properties of operations as strategies to multiply and divide.	13.7-8	Multiplication and the Commutative Property, Multiplication and the Distributive Property

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MAFS.3.OA.2.6	Understand division as an unknown-factor problem.	13.5-13.6, 15.5-6	Division, Missing Dividend, Missing Divisor
MAFS.3.OA.3.7	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.	MR 9, MR 10	Fluency with Multiplication and Division Facts to 100
MAFS.3.NBT.1.2	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.	12.6-7, MR 7, MR 8	Regrouping with 3-digit Numbers to 1000: Addition and Subtraction; Fluency with Addition & Subtraction Facts to 200 (i.e. $90 + 20 = ?$)
MAFS.3.NBT.1.3	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.	16.1-16.5	Multiplication and Division with 1, 10, and 100, including 1digit x multiples of 10
MAFS.3.NF.1.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example, $3/4$ means there are three $1/4$ parts, so $3/4 = 1/4 + 1/4 + 1/4$	14.1-14.3	Making a Whole, Unit Fractions of 1, Non-Unit Fractions of 1
MAFS.3.NF.1.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	14.1-14.3	Making a Whole, Unit Fractions of 1, Non-Unit Fractions of 1
MAFS.3.NF.1.3	Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.	14.4, 14.5	Whole Numbers as Fractions, Comparing Fractions
MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	13.1-13.6	Multiplication and Division using the Area Model with Grids - Construction and Interpretation using language such as “area”, “length”, “width”
MAFS.4.OA.1.1	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.	13.1-13.6, 15.1-15.8, 16.1-16.5	Emphasis on decyphering 3×5 as “3 groups of 5”, and also fact families, which demonstrate equality of 3×5 and 5×3

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MAFS.4.OA.1.2	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.	13.1-13.6, 15.1-15.8, 16.1-16.5	Word problems and expanded language tasks require students to use models and create number sentences to solve tasks.
MAFS.4.NBT.1.1	Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	16.1-16.3	Multiplication and Division with 1, 10, and 100
MAFS.4.NBT.1.2	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.	16.1-16.5	Multiplication and Division with 1, 10, and 100, including 1 digit x multiples of 10, with expanded form language
MAFS.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	21.1-21.8	Add/Subtract using the Standard Algorithm
MAFS.4.NBT.2.5	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.	22.1, 22.3, 22.5, 22.7	Expanded Form, Multiplication and Division (with remainders), using Area Models.
MAFS.4.NBT.2.6	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.	22.2, 22.4, 22.6, 22.8	Expanded Form, Multiplication and Division (with remainders), using Area Models.
MAFS.4.NF.1.1	Explain why a fraction a/b is equivalent to a fraction $(n*a)/(n*b)$ by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	17.1	Equivalent Fractions

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MAFS.4.NF.1.2	Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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.	17.2	Comparing Fractions
MAFS.4.NF.2.3	Understand a fraction $\frac{a}{b}$ with a numerator > 1 as a sum of fractions $\frac{1}{b}$.	17.3-17.6, 18.1-18.4, 20.1-20.4	Addition and Subtraction with Unit Fractions, Addition and Subtraction with Non-Unit Fractions, Composing and Decomposing Fractions Greater than 1 Whole
MAFS.4.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	23.1-23.5	Multiplying Fractions and Whole Numbers
MAFS.4.NF.3.5	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.	19.1, 19.2	Decimals and 100th, Addition of Decimals
MAFS.4.NF.3.6	Use decimal notation for fractions with denominators 10 or 100.	19.3	Decimal / Fraction Equivalence
MAFS.5.NBT.1.1	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 $\frac{1}{10}$ of what it represents in the place to its left.	24.1-24.4	Magnitude and Place Value - Multiplying by hundreds, tens, ones, tenths, and hundredths
MAFS.5.NBT.1.3	Read, write, and compare decimals to thousandths.	24.1-24.6, 25.1-25.5	Magnitude and Place Value, Decimals to Thousandths, Comparing Decimals
MAFS.5.NBT.2.6	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.	26.2, 26.4, 26.6, 26.8	Expanded Form, Division with Area Models

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MAFS.5.NBT.2.7	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.	29.1-29.4	Decimal Operations
MAFS.5.NF.1.1	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.	27.1-27.6	Add/Subtract Fractions with Unlike Denominators
MAFS.5.NF.1.2	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.	27.1-27.6	Add/Subtract Fractions with Unlike Denominators, including Word Problems
MAFS.5.NF.2.3	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.	28.1-28.3	Multiplying and Dividing Fractions with fraction bars
MAFS.5.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	28.1-28.4	Multiplying and Dividing Fractions, Finding Area with Fractional Sides

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MAFS.5.NF.2.5	<p>Interpret multiplication as scaling (resizing), by:</p> <p>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.</p> <p>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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	28.2, 28.3, 28.5, 28.6	Multiplying and Dividing Fractions and Whole Numbers, Comparing Products of Fractions and Whole Numbers
MAFS.5.NF.2.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	28.2, 28.5	Multiplying Fractions and Whole Numbers, with Story Problems
MAFS.5.NF.2.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	28.1, 28.7, 28.8	Interpret Fractions as Division, Dividing Unit Fractions by Whole Numbers, Dividing Whole Numbers by Unit Fractions

* Please Note: Stages 21 through 29 of Symphony Math will be available to students starting in the 2016-17 school year.