



**CNMI PUBLIC SCHOOL SYSTEM
OFFICE OF CURRICULUM AND INSTRUCTION
ELEMENTARY (K-5TH) PRIORITY STANDARDS MAP
MATHEMATICS**

Kindergarten Priority Standards Map Mathematics

Kindergarten Priority Standards Map Mathematics

Legend:

Content Area	Vocabulary
Grade Level and Quarter	Weekly Pacing
Rationale	Priority Standards
Primary Instructional Materials	

Content Area: Math	
Grade Level: Kindergarten	Quarter: 1st
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> Students will be assessed only on the Priority Standards Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. The adopted curriculum covers multiple standards per lesson. The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
Primary Instructional Materials (BOE Approved): SRA CMC Level A	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Counting Following Directions Next Number Pattern Matching Rote Counting (Count to 10) Symbol Identification Symbol Matching Symbol Writing Equals Lines Plus 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What is a number? Are there different ways to think about a number? How are different numbers related? How can numbers be compared? Why do we break numbers apart into tens and ones? How can you compare measurements of objects? What is the result of combining numbers? What is the result of taking away numbers? How can numbers be compared? Are there different ways to think about a number? What is addition?

<ul style="list-style-type: none"> • Equality • Equations • Numbers and Counting • Plus Problems • Reading Problems • Reading Symbols • Take Away • Word Problems • Zero 	<ul style="list-style-type: none"> • What is subtraction? • What is base 10, and how can it be used? • How do we transform a word problem into a numeric equation? • How can you count forward beginning with a given number instead of starting with 1? • What are two ways we can find out how many objects are in a group? <p>Vocabulary: <i>Count , symbols , sequence , object , number, parts, set, group, like symbols discriminate, pennies, add, addition, pattern matching , combine, equation, evaluate, equality, represents, subtraction, lines, matching , rote counting , equals , plus, take away, zero</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Level A Placement Test: <i>Use to measure children’s ability to follow oral directions. Children must pass 8 of the 11 items in order to place in Level A.</i> <i>If the child does not pass the test, the child should not be placed in Level A.</i></p> <p><i>The child needs to receive more language instruction before beginning the program .</i></p> <p>Week 1-2 (Lesson 1-8)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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

	<p>scattered configuration; given a number from 1-20, count out that many objects.</p>
<p>Week 3 - 4 (Lesson 9-16) <i>(Present Mastery Test 1 following Lesson 10)</i></p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.
<p>Week 5 - 6 (Lesson 17-24) <i>(Mastery Test 2 following Lesson 20)</i></p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

	<ul style="list-style-type: none"> • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.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.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<p style="text-align: center;">Week 7 - 8 (Lesson 25-30)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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.

	<ul style="list-style-type: none"> • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.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.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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
<p style="text-align: center;">Week 9 (Exam--Mastery Test 3, Review, Remediation)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.

	<ul style="list-style-type: none"> • 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.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.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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
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Content Area: Math	
Grade Level: Kindergarten	Quarter: 2nd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
Primary Instructional Materials (CCSS): SRA CMC Level A	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Addition • Lines and Numerals 	<ul style="list-style-type: none"> • What is addition? • What is subtraction?

<ul style="list-style-type: none"> • Next Number • Numbers and Counting • Plus 1 • Problem Dictation • Subtraction • Teen Numbers • Counting by Tens • Adding Tens • Algebra • Counters for Ten • How Many • Symbols for Two-Digit Numbers • Two-Digit Numbers--Non-Teens 	<ul style="list-style-type: none"> • What is an equation? • Will we add or subtract to solve this problem? • How do we add or subtract? • How do I count to find out "how many"? • How many objects will we have when we add one more? • How can we identify and compare two-and three-dimensional shapes? • How do you identify teen numbers? <p>Vocabulary: <i>Concept, zero, sequence, subtraction, drawing, verbal, objects combine, addition, take away, symbol, teen numbers, plus 1, minus, equal, equation, counting, next number, rule, written symbols, dictation, taking part, numerals, two digit, digit, place value, algebra, lines, counters</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 - 2 (Lesson 31 - 38)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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.

	<ul style="list-style-type: none"> • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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. <ul style="list-style-type: none"> • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
<p style="text-align: center;">Week 3 - 4 (Lesson 39 - 46) (Mastery Test 4 following Lesson 40)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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

	<p>10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <ul style="list-style-type: none"> • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
<p>Week 5 - 6 (Lesson 47 - 54) (Mastery Test 5 following Lesson 50)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Week 7 - 8
(Lesson 55- 60)
(Mastery Test 6)

- **K.CC.1** Count to 100 by ones and by tens.
- **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **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.4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.4.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.
- **K.CC.4.c** Understand that each successive number name refers to a quantity that is one larger.
- **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.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.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.5** Fluently add and subtract within 5.
- **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

	(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.
<p style="text-align: center;">Week 9</p> <p>(Exam--Cumulative Test 1, Review, Remediation)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.5 Fluently add and subtract within 5. • 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 (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.

Content Area: Math

Grade Level: Kindergarten

Quarter: 3rd

This standards map is developed with the following premises:

- Students will be assessed only on the Priority Standards
- Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards.
- The adopted curriculum covers multiple standards per lesson.
- The criteria to choose Priority/Power Standards are:
 - Endurance:** Those standards that provide students with knowledge and skills beyond a single test date.
 - Leverage:** Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.
 - Readiness:** Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.

Primary Instructional Materials (BOE Approved): SRA CMC Level A

Enduring Understandings:

- Counting by Ones and by Tens
- Counting for Ts or for Lines
- Making Counters
- Numeral Expansion
- Plus/Take-Away Mix
- Reading Problems with How Many
- Writing Tens Numbers or Ones Numbers from Counters
- Tens--Counters for Two-Digit Numbers
- Coins--Pennies
- Counters for Numbers
- Turn-Arounds
- Take Away Zero
- Plus Zero/Plus 1
- Counting Beyond 100
- Ts--Introduction to 100

Essential Questions:

- How do I compose/ addition and decompose/ subtraction numbers 0-10?
- What are the coins?
- What are the plain shapes?
- What is a place value?
- What are ones and tens value?
- What are ordinal numbers?
- How do I compare and order numbers?
- Which number is more/less?
- How do I compose/ addition and decompose/ subtraction numbers 0-10?

Vocabulary:

<ul style="list-style-type: none"> ● Symbol Identification--Three-Part Numbers ● Coins-identifying dimes ● Symbol Identification-Hundreds numbers ● Adding tens ● Turn-Around Equations ● Coins-counting cents ● Shapes-Circle, Box ● Column Problems ● Shapes-Rectangle ● Shapes-Triangle ● Counting Backward ● Coins-Identifying Quarters ● Ordinal Numbers ● Adding Two-Part Numbers 	<p><i>Two digits, place value, plus, take away, symbols, add, subtract, addition, subtraction, sequence, count, algebra addition, numeral expansion, coins, pennies, dimes, cents, shapes, rectangle, triangle, column, quarters, ordinal numbers, compare, decompose, expands, counters, identity property, commutative property, turn around, nickels, more, shapes, circle, equals bar, counting backwards,</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 - 2 (Lesson 61 - 68)</p>	<ul style="list-style-type: none"> ● K.CC.1 Count to 100 by ones and by tens. ● K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). ● 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ● K.CC.4.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. ● K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. ● 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

	<p>things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <ul style="list-style-type: none"> • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.5 Fluently add and subtract within 5. • 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 (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.
<p>Week 3 - 4 (Lesson 69 - 76) (Mastery Test 7 following Lesson 70)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.

	<ul style="list-style-type: none"> • 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.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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.5 Fluently add and subtract within 5. • 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 (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.
<p style="text-align: center;">Week 5 - 6 (Lesson 77-84) (Mastery Test 8 following Lesson 80)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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.

	<ul style="list-style-type: none"> • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.7 Compare two numbers between 1 and 10 presented as written numerals. • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way • K.OA.5 Fluently add and subtract within 5. • 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 (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.
<p style="text-align: center;">Week 7 - 8 (Lesson 85-90)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.4.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.
- **K.CC.4.c** Understand that each successive number name refers to a quantity that is one larger.
- **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.7** Compare two numbers between 1 and 10 presented as written numerals.
- **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.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way
- **K.OA.5** Fluently add and subtract within 5.
- **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 (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.

	<ul style="list-style-type: none"> • K.G.2 Correctly name shapes regardless of their orientations or overall size. • K.G.6 Compose simple shapes to form larger shapes.
<p style="text-align: center;">Week 9 (Exam--Mastery Test 9, Review, Remediation)</p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4.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. • K.CC.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.7 Compare two numbers between 1 and 10 presented as written numerals. • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

	<ul style="list-style-type: none"> • K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way • K.OA.5 Fluently add and subtract within 5. • 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 (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. • K.G.2 Correctly name shapes regardless of their orientations or overall size.
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Content Area: Math	
Grade Level: Kindergarten	Quarter: 4th
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
Primary Instructional Materials (BOE Approved): SRA CMC Level A	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Counting Backwards • Object Identification: number shapes and coins • Ordinal numbers • Adding two parts numbers • Coins: Counting coins with quarters • Coins: Counting cents • Turn around Discrimination • Relative Position • Column Problems--Adding two parts numbers 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I describe objects using shape names and positional words? • How do I classify, represent and interpret data? • How do I measure an object? • How are numbers organized in groups of 10? • How do I compose/ addition and decompose/ subtraction numbers 0-10? • How much are these coins/dollars worth? • How do I say the turn around equation?

<ul style="list-style-type: none"> ● Shapes ● Shapes--Square ● Relative Size ● Taking away two-parts number ● Take away 1 ● Relative Size-Position ● Two digit addition/subtraction ● Object Identification: number shapes and coins ● Two digit addition/subtraction ● Relative Size ● Take away 1 ● Bills ● Relative Size ● Shapes ● Facts--Plus 10 ● Place Value--Tens Numbers ● 3-D Objects ● 3-D Object--Cylinders ● Relative Size--Ordering by Height ● Shapes/Objects ● Greater Than/Less Than--Groups of Objects ● Classify Objects--Sort by Count ● Subtraction/Addition-- Relationships ● Two Dimensions Vs Three Dimensions ● Ordering Numbers--Base Ten Notation ● Place Value--10 Ones for 1 Ten ● Classify Objects--Sort by Count ● Three Dimensional Shapes: Cone ● Compare--Group of Objects ● Measurable Attributes ● Three Dimensional Shapes: Cone and Sphere ● Facts--Mixed ● Describe Relative Position ● Inverse Relationship--Plus/Take Away 	<ul style="list-style-type: none"> ● What are the plain shapes? ● What are the 3D shapes? ● How do I subtract/add this 2-digit number? ● Which item is taller/shorter? Etc. ● Which number is more/less? <p>Vocabulary: <i>Rectangles, two-part numbers, equation, place value, add, subtract, turn around equation, triangles, count backward, ordinal numbers, numerals, quarters, shapes, coins, relative position, sides, circles, squares, triangles, dollars, bills, 3 dimensional objects, properties of shapes, compare, 2D objects, less than, equal to, ordering, measurable attributes, sort, cone, sphere, facts, classify, relative size, mixed, height, relationships,</i></p>
Pacing Map (by weeks):	Standards and Benchmarks: (CCSS):

**Week 1-2
(Lesson 91 - 98)**

- **K.CC.1** Count to 100 by ones and by tens.
- **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **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.4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.4.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.
- **K.CC.4.c** Understand that each successive number name refers to a quantity that is one larger.
- **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.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.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.5** Fluently add and subtract within 5.

	<ul style="list-style-type: none"> • 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.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.2 Correctly name shapes regardless of their orientations or overall size. • 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.6 Compose simple shapes to form larger shapes.
<p style="text-align: center;">Week 3-4 (Lesson 99 - 106) <i>(Mastery Test 10 following lesson 100)</i></p>	<ul style="list-style-type: none"> • K.CC.1 Count to 100 by ones and by tens. • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • 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.4.c Understand that each successive number name refers to a quantity that is one larger. • 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.

	<ul style="list-style-type: none"> • K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.5 Fluently add and subtract within 5. • 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 (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. • 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.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.2 Correctly name shapes regardless of their orientations or overall size.
<p style="text-align: center;">Week 5-6 (Lesson 107 - 114) (Mastery Test 11 following lesson 110)</p>	

	<ul style="list-style-type: none"> • 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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way • K.OA.5 Fluently add and subtract within 5. • 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 (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. • K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object • 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.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.2 Correctly name shapes regardless of their orientations or overall size. • 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
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	<p>vertices/"corners") and other attributes (e.g., having sides of equal length).</p>
<p style="text-align: center;">Week 7-8 (Lesson 115 - 120) (Mastery Test 12)</p>	<ul style="list-style-type: none"> • 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 (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. • K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way • K.OA.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 • K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object • 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.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • 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.2 Correctly name shapes regardless of their orientations or overall size.

	<ul style="list-style-type: none"> • K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). • 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).
<p style="text-align: center;">Week 9 (Exam--Cumulative Test 2, Review, Remediation)</p>	<ul style="list-style-type: none"> • 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 (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. • K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way • K.OA.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 • K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object • 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.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

	<ul style="list-style-type: none">• 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.2 Correctly name shapes regardless of their orientations or overall size.• K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").• 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).
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First Grade Priority Standards Map Mathematics

First Grade Priority Standards Map Mathematics

First Grade Legend:

Content Area		Vocabulary
Grade Level and Quarter		Weekly Pacing
Rationale		Priority Standards
Primary Instructional Materials		

Content Area: Math	
Grade Level: 1st	Quarter: 1st
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> Students will be assessed only on the Priority Standards Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. The adopted curriculum covers multiple standards per lesson. The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level B</p>	
<p>Enduring Understandings:</p> <p>Operations and Algebraic Expression</p> <ul style="list-style-type: none"> I can solve for unknowns within 20 by adding to, taking from, putting together, taking apart and comparing. I can understand that equation is a mathematical statement showing equality, using an equal sign. 	<p>Essential Questions:</p> <p>Operations and Algebraic Expression</p> <ul style="list-style-type: none"> How can I add and subtract within 20 using unknowns in any position? How can I use properties of operations? What is an equation? <p>Vocabulary <i>equation, symbols, plus, equal (=), lines, minus, decade numbers, individual, two-part number, identify, number family, number line, big number, small number, tens digit, align, two column problems, addition, subtraction,</i></p>
<p>Number & Operations Base Ten</p> <ul style="list-style-type: none"> I can count to numerals past 100 by 10s. 	<p>Number & Operations Base Ten</p> <ul style="list-style-type: none"> How can I count and write numerals past 100?

<ul style="list-style-type: none"> I can explain that place value is the meaning of a position of a number. I can classify that the properties of operations are commutative and associative. 	<ul style="list-style-type: none"> What is place value? What are the properties of operations in addition and subtraction? <p>Vocabulary: <i>count ,numbers, plus 1 fact, count backwards, teen numbers, turn around, add, subtract,determine, place value, digit, count forward, identify,ones, tens, hundreds, numerals , properties of operations, commutative, associative</i></p>
<p align="center">Pacing Map (by weeks):</p>	<p align="center">Standards and Benchmarks: (BOE Approved):</p>
<p>All students should be tested on the first day of instruction using the Level B Placement Test (in the Series Guide, p. 191). Note: There two sections to this test. Section 1. is on the first page of the test sheet. Present Section 1 to all students who are being considered for placement in CMC Level B.Use the placement criteria to determine the next assessment that should be presented to each student. Section 2.After presenting Section II use the placement criteria to determine , the placement or next assessment for each of the students who took Section II</p> <p align="center"><i>Week 1 - 2 (Lessons 1-5) Classroom Routines</i></p>	<p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.3 Compare two two-digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>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.</p>

	<p>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.</p>
<p style="text-align: center;">Week 3- 4 (Lessons 6-16) After Lesson 10: Mastery Test 1</p>	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.2.a 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.3 Compare two two-digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>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</p>

	<p>adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>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.</p>
<p>Week 5 - 6 (Lessons 17-27) After Lesson 20: Mastery Test 2</p>	<p>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</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.2.a 10 can be thought of as a bundle of ten ones - called a "ten."</p> <p>1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p>

	<p>1.NBT.3 Compare two two-digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>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.</p> <p>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.</p>
<p>Week 7 - 8 (Lessons 28-31) After Lesson 30: Mastery Test 3</p>	<p>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.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p>

	<p>1.NBT.2.a 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>1.NBT.3 Compare two two-digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>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.</p> <p>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.</p>
Week 9 -10	For Testing and Assessment Days

Content Area: Math	
Grade Level: 1st	Quarter: 2nd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. 	

<ul style="list-style-type: none"> The criteria to choose Priority/Power Standards are: Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level B	
Enduring Understandings:	Essential Questions:
Operations & Algebraic Expression <ul style="list-style-type: none"> I can add and subtract up to 20 to solve problems by using objects, drawings and equations. I can use the commutative and associative properties as a strategy to add or subtract. Counting is related to addition and subtraction. I can solve for unknowns within 20 by adding to, taking from, putting together, taking apart and comparing. 	Operations & Algebraic Expression <ul style="list-style-type: none"> How can I use properties of operations help me add and subtract? How can I relate counting to addition and subtraction? How can i use different addition and subtraction strategies to add and subtract within 20? How can I add and subtract within 20 using unknowns in any position? Vocabulary: <i>place value equation, add, subtract, objects , drawing , equation, commutative, associative properties, addition ,subtraction, takingfrom, taking apart, comparing , symbols</i>
Number Base Ten <ul style="list-style-type: none"> I can count to numerals past 100 by 10s. Place value is the meaning of a position of a number. The properties of operations are commutative and associative. 	Number Base Ten <ul style="list-style-type: none"> How can I count and write numerals past 100? What is place value? What are the properties of operations in addition and subtraction? Vocabulary: <i>numerals, properties of operations, count forward, count backward, number family, addends , teen numbers, digits , inverse relationship, column, hundreds, tens, ones, small number, big number, mixed counting , pennies , dimes , coins, part in the whole, three addends, facts, nickels, ordinal numbers , bills , mixed groups, align , value, count on for the whole, ordinal numbers, addition facts, subtraction facts, inches, ruler,</i>
Geometry <ul style="list-style-type: none"> Attributes of shapes help me to understand objects and compose new shapes. 	Geometry <ul style="list-style-type: none"> Why do I need to know how to distinguish attributes of shapes? Vocabulary:

	<i>shapes , objects , attributes of shapes</i>
Pacing Map (by weeks):	Standards and Benchmarks: (CCSS):
Week 1 - 2 (Lessons 32-40) Mastery Test 4	<p>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.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.2.a 10 Can be thought of as a bundle of ten ones - called a "ten."</p> <p>1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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</p>

	<p>numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>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.</p>
<p>Week 3 - 4 (Lessons 41-48)</p>	<p>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.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>1.NBT.2.a 10 Can be thought of as a bundle of ten ones - called a "ten."</p> <p>1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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</p>

	<p>numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>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.</p>
<p>Week 5 - 6 (Lessons 49-56) After Lesson 50: Mastery Test 5</p>	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.2.a 10 Can be thought of as a bundle of ten ones - called a “ten.”</p> <p>1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2.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).</p> <p>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.</p>

	<p>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.</p> <p>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</p>
<p>Week 7 - 8 (Lessons 57-62) After Lesson 60: Mastery Test 6 Cumulative Test 1</p>	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>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</p> <p>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.</p>
<p>Week 9 -10</p>	<p>For Testing and Assessment</p>

Content Area: Math

Grade Level: 1st

Quarter: 3rd

This standards map is developed with the following premises:

- Students will be assessed only on the Priority Standards
- Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards.
- The adopted curriculum covers multiple standards per lesson.
- The criteria to choose Priority/Power Standards are:

Endurance: Those standards that provide students with knowledge and skills beyond a single test date.

Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.

Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.

Primary Instructional Materials (BOE Approved):

SRA Connecting Math Concepts (Direct Instruction) - Level B

Connecting Math Concepts:

Teacher Edition Book 2 and 3

Display board (Disc or online)

Student Workbook B: Book 2

pencil

ruler

Enduring Understandings:

Operations and Algebraic Thinking

- I can solve for unknowns within 20 by adding to, taking from, putting together, taking apart and comparing.
- An equation is a mathematical statement showing equality, using an equal sign.

Essential Questions:

Operations and Algebraic Thinking

- How can I add and subtract within 20, using unknowns in any position?
- How can I use properties of operations?
- What is an equation?

Vocabulary:

equality, equal sign, taking form, putting together, taking apart, comparing, equation, count forward, count backward, addition facts, subtraction facts,

Numbers and Operations in Base Ten

- I can count to numerals past 100 by 10s.
- Place value is the meaning of a position of a number.
- The properties of operations are commutative and associative.

Numbers and Operations in Base Ten

- How can I count and write numerals past 100?
- What is place value?
- What are the properties of operations in addition and subtraction?

	<p>Vocabulary: <i>count , numerals, place value, position of numbers, properties of operations, commutative, associative properties, mixed groups, bills, quarters, three addends , dollars, cents, money, dollar sign, decimal point, carry up, multiple digit, comparison statement, value,mixed groups , decimal point,decompose, small number, big number</i></p>
<p>Geometry</p> <ul style="list-style-type: none"> • Attributes of shapes help me to understand objects and compose new shapes. • Composites are formed by combining shapes. • A shape can be decomposed by partitioning. 	<p>Geometry</p> <ul style="list-style-type: none"> • Why do I need to know how to distinguish attributes of shapes? • What is a composite shape? • How can I decompose a shape? <p>Vocabulary: <i>attributes of shapes, composites, combining shapes, partitioning, 2D shapes, rectangle , square, triangle , circle , hexagon,3D shapes, cubes, cylinders, decompose ,partitioning ,figures,</i></p>
<p>Measurement and Data</p> <ul style="list-style-type: none"> • I can measure lengths of two objects by using a third object. • I can use an analog and digital clock. • Iterating in math means making repeated use of a mathematical procedure. • Data is factual information that is organized to help me analyze or make decisions. 	<p>Measurement and Data</p> <ul style="list-style-type: none"> • How can I measure lengths indirectly? • How can I tell what time it is? • What does it mean to iterate? • What is data? <p>Vocabulary: <i>measure, length, object, analog, digital, clock, data , factual, analyze, centimeter , ruler , inch , greater than , less than, symbols (> , <),inch ruler ,centimeter, ruler, lines of length</i></p>
Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):
Week 1 - 2 (Lessons 63-70) Mastery Test 7	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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</p>

	<p>known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>
<p>Week 3 - 4 (Lessons 71-78)</p>	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p>

	<p>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.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Week 5 - 6 (Lessons 79-86) After Lesson 80: Mastery Test 8</p>	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p>

	<p>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.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.</p> <p>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.</p> <p>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.</p>
<p>Week 7 - 8 (Lessons 87-93) After Lesson 90: Mastery Test 9</p>	<p>1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>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.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>

	<p>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.</p> <p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>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.</p> <p>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.</p>
Week 9 -10	For Testing and Assessment Days

Content Area: Math	
Grade Level: 1st	Quarter: 4th
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> ● Students will be assessed only on the Priority Standards ● Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. ● The adopted curriculum covers multiple standards per lesson. ● The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. 	

Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.

Primary Instructional Materials (BOE Approved):

Connecting Math Concepts
Teacher Edition Text
Display Board/CD
Student Workbook
Pencil

Enduring Understandings:

Operations & Algebraic Expression

- I can solve for unknowns within 20 by adding to, taking from, putting together, taking apart and comparing.
- An equation is a mathematical statement showing equality, using an equal sign.

Numbers & Base Ten

- I can count to numerals past 100 by 10s.
- Place value is the meaning of a position of a number.
- The properties of operations are commutative and associative.

Geometry

- Attributes of shapes help me to understand objects and compose new shapes.
- Composites are formed by combining shapes.
- A shape can be decomposed by partitioning.

Essential Questions:

Operations & Algebraic Expression

- How can I add and subtract within 20 using unknowns in any position?
- How can I use properties of operations?
- What is an equation?

Vocabulary:

properties of operation ,adding to, putting together, taking from, taking apart, comparing equation ,equality, equal sign, equation, associative property,

Numbers & Base Ten

- How can I count and write numerals past 100?
- What is place value?
- What are the properties of operations in addition and subtraction?

Vocabulary:

place value , count, numerals, addition, subtraction, multiple digits, coins , bills , sum , difference, money, add, count forward, count backward, place value, ones, tens, hundreds, chart, mixed counting , facts , plus, big number, small number, even numbers, odd numbers , mentally add, associate , equal parts, number families, fractions multiple digits, composites,add , subtract, variety of numbers

Geometry

- Why do I need to know how to distinguish attributes of shapes?
- What is a composite shape?
- How can I decompose a shape?

<p>Measurement and Data</p> <ul style="list-style-type: none"> • I can measure lengths of two objects by using a third object. • I can use an analog and digital clock. • Iterating in math means making repeated use of a mathematical procedure. • Data is factual information that is organized to help me analyze or make decisions 	<p>Vocabulary: <i>lines of length, 2D faces, 3D faces, pyramid, pentagon, decompose, prisms, cubes</i></p> <p>Measurement and Data</p> <ul style="list-style-type: none"> • How can I measure lengths indirectly? • How can I tell what time it is? • What does it mean to iterate? • What is data? <p>Vocabulary: <i>time, digital display, length, height, objects, minutes, analog clock, variety, hours, half hour, interpret data, unknown facts, digital time</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 - 2 LESSONS 94-101 Mastery Test 10 following Lesson 100</p>	<ul style="list-style-type: none"> • 1.OA.3 Apply properties of operations as strategies to add and subtract. • 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) • 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.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

	<ul style="list-style-type: none"> • 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.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ul style="list-style-type: none"> ▪ • 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.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> • • 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. • 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.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.
<p style="text-align: center;">Week 3-4 LESSONS 102-109</p>	

	<ul style="list-style-type: none"> ● 1.OA.3 Apply properties of operations as strategies to add and subtract. ● 1.OA.4 Understand subtraction as an unknown-addend problem. ● 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) ● 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.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. ● 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.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases ● 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.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.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
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	<ul style="list-style-type: none"> ● 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.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.
<p style="text-align: center;">Week 5 - 6 LESSONS 110-117 Mastery Test 11 following Lesson 110</p>	<ul style="list-style-type: none"> ● 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.3 Apply properties of operations as strategies to add and subtract ● 1.OA.4 Understand subtraction as an unknown-addend problem. ● 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). ● 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.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. ● 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.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases ● 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

	<p>tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <ul style="list-style-type: none"> • 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.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.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. • 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.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.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.
<p style="text-align: center;">Week 7 - 8 LESSONS 118-125 (Mastery Test 12 following Lesson 120) Cumulative Test 2</p>	<ul style="list-style-type: none"> • 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.3 Apply properties of operations as strategies to add and subtract. • 1.OA.4 Understand subtraction as an unknown-addend problem. • 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). • 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 $6 + 6 + 1 = 12 + 1 = 13$).

	<ul style="list-style-type: none"> ● 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. ● 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. ● 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.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases ● 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.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.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.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. ● 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.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.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
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the composite shape.

- **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 halves of, fourths of, and quarters 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

Second Grade Priority Standards Map Mathematics

Second Grade Priority Standards Map Mathematics

Second Grade Legend:

Content Area	Vocabulary
Grade Level and Quarter	Weekly Pacing
Rationale	Priority Standards
Primary Instructional Materials	

Content Area: Math	
Grade Level: 2nd Grade	Quarter: 1st
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> Students will be assessed only on the Priority Standards Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. The adopted curriculum covers multiple standards per lesson. The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level C</p>	
Enduring Understanding - Students will understand that...	Essential Questions
<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> Using mental strategies will help them add and subtract fluently within 20. Practicing using mental strategies will help them know from memory all sums and differences of 2 one-digit numbers within 20. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> What are the different functions of all the mathematical operations? Why do I need to know and understand all the different mathematical operations? How are all the mathematical operations related to each other? What are the mental strategies to adding and subtracting fluently within 20? How can using these mental strategies to add and subtract fluently help me in my everyday life? <p style="background-color: yellow; margin-top: 10px;">Vocabulary: <i>add, subtract, fact, start, end, count by, small numbers, big number, number family, equal, digit</i></p>

<p>Numbers and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • The value of each digit in a 3-digit number is important. • The function of the value of each digit in a 3-digit number is important. • A three-digit number includes hundreds, tens, and ones and a four-digit includes thousands, hundreds, tens, and ones. • Counting within 1000 from any given number is important for addition and subtraction. • Being able to skip-count by 5s and 10s from any given number is important for multiplication and division. • Knowing the expanded form of a number is related to place value. • There is an importance of understanding the properties of operations for addition and subtraction. • Regrouping is done in addition and subtraction when using 2- or 3-digit numbers. • The importance of identifying and using strategies for adding up to four 2-digit numbers based on place value and properties of operations. • Decomposing hundreds and tens can be necessary to +/- within 1000. 	<p>Numbers and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • Why are place values important? • Why are using the properties of addition and subtraction important? • How can we use place values in our everyday life? • How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation? • How does finding the common characteristics among similar problems help me to be a more efficient problem solver? • What kinds of experiences help develop number sense? <p>Vocabulary: <i>place value, skip count, count by, properties of addition, properties of subtraction, digit, expanded form, place value fact, regroup, thousands, hundreds, tens, ones, more than, less than, greater, greatest, less, least</i></p>
<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • There are different tools that can be used to measure length. • Being able to identify the unit of length for the tool used to the nearest whole unit (inch, cm, ft, m) is important for measurement. • Measurement of length of objects using appropriate tools to the nearest whole (e.g., rulers, yardstick, meter stick, measuring tape) is important. • There are different types of money. • Each cent and dollar bill has a different value. • Being able to count money is important in our everyday lives. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • Why do we use measurements? • How is measurement used in our everyday life? • What are the functions of the different units of measurement? • How does what I measure influence how we measure? • Why do we have different tools to measure length? • Why do we need to know how to count money? • What are the different values in each cent and dollar bills? <p>Vocabulary: <i>measurement, inch, centimeter, ruler, length, money, dollars, cents, penny, nickel, dime, quarter</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 (Placement Test for Level C -- in <i>Series Guide</i> p. 200)</p>	<p>All students should be tested on the first day of instruction using the <i>Level C Placement Test</i>. There are 2 sections to the placement test.</p> <p>Section 1: Students who make 0-3 errors in section 1 of the placement test should be tested with section 2 of the placement test. Students who make more than 3 errors lack the entry-level skills for this level of the program.</p> <p>Section 2: Students who make 0-10 errors begin instruction at Lesson 11. Students who make more than 10 errors begin instruction at Lesson 1.</p>
<p>Week 2-3 (Lesson 1-10)</p>	<p>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.</p>

	<p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”</p> <p>2.NBT.1.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).</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
<p>Week 4-6 (MT1-MT2) After Lesson 10: Mastery Test 1 After Lesson 20: Mastery Test 2</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”</p> <p>2.NBT.1.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).</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p>

	<p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>
<p>Week 7-9 (Lesson 21-30)</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”</p> <p>2.NBT.1.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).</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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</p>

	<p>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.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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Content Area: Math	
Grade Level: 2nd	Quarter: 2nd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> Students will be assessed only on the Priority Standards Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. The adopted curriculum covers multiple standards per lesson. The criteria to choose Priority/Power Standards are: <p>Endurance: Those standards that provide students with knowledge and skills beyond a single test date.</p> <p>Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.</p> <p>Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.</p> 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level C</p>	
Enduring Understandings - <i>Students will understand that...</i>	Essential Questions
<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> One-two step word problems can be solved using addition and subtraction. Even and odd numbers can be used in a group of objects. Addition can be used to find the total number of objects in a rectangular array. Using mental strategies will help them add and subtract fluently within 20. Practicing using mental strategies will help them know from memory all sums and differences of 2 one-digit numbers within 20. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> How do the different operations affect numbers? How do we use addition and subtraction to solve one-two step word problems? How are addition and subtraction related? What are the mental strategies to adding and subtracting fluently within 20? How can using these mental strategies to add and subtract fluently help me in my everyday life? How does solving word problems help us in our everyday life? <p style="background-color: yellow;">Vocabulary: <i>count by, addition, subtraction, add, subtract, addend, word problem, fact, letters, small numbers, big number, multiplication, even numbers, odd numbers, group, objects, total</i></p>
<p>Numbers and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> The value of each digit in a 3-digit number is important. The function of the value of each digit in a 3-digit number is important. A three-digit number includes hundreds, tens, and ones and a four-digit includes thousands, hundreds, tens, and ones. Counting within 1000 from any given number is important for addition 	<p>Numbers and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> Why are place values important? Why are using the properties of addition and subtraction important? How can we use place values in our everyday life? How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?

<p>and subtraction.</p> <ul style="list-style-type: none"> • Being able to skip-count by 5s and 10s from any given number is important for multiplication and division. • Knowing the expanded form of a number is related to place value. • There is an importance of understanding the properties of operations for addition and subtraction. • Regrouping is done in addition and subtraction when using 2- or 3-digit numbers. • The importance of identifying and using strategies for adding up to four 2-digit numbers based on place value and properties of operations. • Decomposing hundreds and tens can be necessary to +/- within 1000. 	<ul style="list-style-type: none"> • How does finding the common characteristics among similar problems help me to be a more efficient problem solver? • What kinds of experiences help develop number sense? <p>Vocabulary: <i>place value, skip count, count by, properties of addition, properties of subtraction, digit, expanded form, place value fact, regroup, thousands, hundreds, tens, ones, more than, less than, greater, greatest, less, least</i></p>
<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • There are different tools that can be used to measure length. • Being able to identify the unit of length for the tool used to the nearest whole unit (inch, cm, ft, m) is important for measurement. • Measurement of length of objects using appropriate tools to the nearest whole (e.g., rulers, yardstick, meter stick, measuring tape) is important. • There are different types of money. • Each cent and dollar bill has a different value. • Being able to count money is important in our everyday lives. • Using measurement tools can find lengths of two objects and used to compare their lengths. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • Why do we use measurements? • How is measurement used in our everyday life? • What are the functions of the different units of measurement? • How does what I measure influence how we measure? • Why do we have different tools to measure length? • Why do we need to know how to count money? • What are the different values in each cent and dollar bills? <p>Vocabulary: <i>measurement, inch, centimeter, ruler, length, money, dollars, cents, penny, nickel, dime, quarter, compare, object</i></p>
<p>Geometry (G)</p> <ul style="list-style-type: none"> • Different shapes have specified attributes. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> • What are the different kinds of geometric shapes? • How are the geometric shapes classified? • What are two-dimensional figures? <p>Vocabulary: <i>figure, shape, two-dimensional figure, rectangle, circle, triangle, sides, square, equal, perimeter, quadrilaterals, face, angle, pentagon, hexagon, cube</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (BOE Approved):</p>
<p>Week 10-12 (MT3-Lesson 37) After Lesson 30: Mastery Test 3</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p>

2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”

2.NBT.1.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).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.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.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.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.3 Estimate lengths using units of inches, feet, centimeters, and meters.

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.

Week 13-15 (Lesson 38-48)
After Lesson 40: Mastery Test 4

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.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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.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.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.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.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p style="text-align: center;">Week 16-19 (Lesson 49-51) *Week 17 & 18 include Student/Teacher Break* After Lesson 50: Mastery Test 5</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>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.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p>

	<p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>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.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes</p>
<p>Week 19-21 (Lesson 52-CT1) After Lesson 60: Mastery Test 6 After Mastery Test 6: Cumulative Test 1</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”</p> <p>2.NBT.1.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).</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p>

	<p>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.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>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.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $\\$ and ϕ symbols appropriately.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
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Content Area: Math	
Grade Level: 2nd	Quarter: 3rd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> All CNMI PSS Common Core State Standards for 2nd Grade Mathematics will be achieved in a school year. 	

<ul style="list-style-type: none"> Enduring understandings are the big generalizations for the topic/concept. 	
Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level C	
Enduring Understandings - <i>Students will understand that...</i>	Essential Questions
Operations and Algebraic Thinking (OA) <ul style="list-style-type: none"> Operations create relationships between numbers. The relationships among the operations and their properties promote computational fluency. 	Operations and Algebraic Thinking <ul style="list-style-type: none"> How do operations affect numbers? How do we use addition and subtraction to solve problems? Why are mathematical operations important? How do mathematical operations relate to each other? What are the functions of each operation? <p>Vocabulary: number family, add, subtract, equal, addend, count by, facts, small numbers, big number, more, fewer, missing number, count by, column</p>
Numbers and Operations in Base Ten (NBT) <ul style="list-style-type: none"> There are many ways to represent a number. Number sense develops through experience. 	Numbers and Operations in Base Ten (NBT) <ul style="list-style-type: none"> Why are place values important? Why are using the properties of addition and subtraction important? How can we use place values in our everyday life? How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation? How does finding the common characteristics among similar problems help me to be a more efficient problem solver? What kinds of experiences help develop number sense? <p>Vocabulary: place value, addition, subtraction, digit, expanded form, place value fact, regroup, thousands, hundreds, tens, ones, more than, less than, greater, greatest, less, least, estimation, compare, middle value, number line, nearest, closer</p>
Measurement and Data (MD) <ul style="list-style-type: none"> The measurement describes the attributes of objects and events. Standard units of measurement enable people to interpret results or data. All measurements have some degree of uncertainty. 	Measurement and Data (MD) <ul style="list-style-type: none"> How is measurement used in the real world? Why do I measure? Why do I need standardized units of measurement? How does what I measure influence how we measure? How exact does a measurement have to be? <p>Vocabulary: measurement, inch, centimeter, ruler, length, money, dollars, cents, penny, nickel, dime, quarter, horizontal lines, vertical lines, top side, bottom side, up, down, length, time, hour, minute, hour hand, minute hand, unit, row, foot, day, a.m., p.m., yard, gallon, more than, less than, week, quart</p>
Geometry (G) <ul style="list-style-type: none"> Geometry and spatial sense offer ways to interpret and reflect on our physical environment. 	Geometry (G) <ul style="list-style-type: none"> How do we understand shapes and their attributes? How do geometric models describe spatial relationships?

<ul style="list-style-type: none"> Analyzing geometric relationships develops reasoning and justification skills. 	<ul style="list-style-type: none"> How are geometric shapes and objects classified? <p>Vocabulary: figure, shape, two-dimensional figure, three-dimensional figure, rectangle, circle, triangle, sides, square, equal, quadrilaterals, hexagon, pentagon, cube, perimeter, area, count by, square unit, face, angle</p>
<p align="center">Pacing Map (by weeks):</p>	<p align="center">Standards and Benchmarks: (BOE Approved):</p>
<p align="center">Week 22-24 (Lesson 61-72) After Lesson 70: Mastery Test 7</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p>Week 25-27 (Lesson 73-84) After Lesson 80: Mastery Test 8</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>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.</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p>

	<p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>
<p>Week 28-30 (Lesson 85-96) After Lesson 90: Mastery Test 9</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>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.</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p>

	<p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>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.</p> <p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>
<p>Week 31-33 (Lesson 97-105) After Lesson 100: Mastery Test 10</p>	<p>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.</p>

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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.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.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.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.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.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.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

	<p>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.</p> <p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>
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Content Area: Math	
Grade Level: 2nd	Quarter: 4th
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <p>Endurance: Those standards that provide students with knowledge and skills beyond a single test date.</p> <p>Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.</p> <p>Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.</p> 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level C</p>	
Enduring Understandings - <i>Students will understand that...</i>	Essential Questions
<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> • Operations create relationships between numbers. • The relationships among the operations and their properties promote computational fluency. 	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Why do I need mathematical operations? • How are the mathematical operations related? • How do I know which mathematical operation to use? • How do I know which computational method to use? <p>Vocabulary: <i>add, subtract, compare, equation, small numbers, big number, number family, fact, missing number, sum, digit, column, row, equal, table, count by, start, end, symbol, represent, difference</i></p>

<p>Numbers and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • There are many ways to represent a number. • Number sense develops through experience. 	<p>Numbers and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • Why are place values important? • Why are using the properties of addition and subtraction important? • How can we use place values in our everyday life? • How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation? • How does finding the common characteristics among similar problems help me to be a more efficient problem solver? • What kinds of experiences help develop number sense? <p>Vocabulary: <i>place value, addition, subtraction, digit, expanded form, place value fact, regroup, thousands, hundreds, tens, ones, more than, less than, greater, greatest, less, least, estimation, compare, middle value, number line, nearest, closer, odd, even, addend</i></p>
<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • Measurement describes the attributes of objects and events. • Standard units of measure enable people to interpret results or data. • All measurements have some degree of uncertainty. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • How is measurement used in the real world? • Why do I measure? • Why do I need standardized units of measurement? • How does what I measure influence how we measure? • How exact does a measurement have to be? <p>Vocabulary: <i>measurement, inch, centimeter, ruler, length, money, dollars, cents, penny, nickel, dime, quarter, horizontal lines, vertical lines, top side, bottom side, up, down, length, time, hour, minute, hour hand, minute hand, unit, row, foot, day, a.m., p.m., yard, gallon, more than, less than, week, quart, picture graph, bar graph, clock, elapsed time, line graph</i></p>
<p>Spatial Relationships & Geometry (G)</p> <ul style="list-style-type: none"> • Geometry and spatial sense offer ways to interpret and reflect on our physical environment. • Analyzing geometric relationships develops reasoning and justification skills. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> • How do we understand shapes and their attributes? • How do geometric models describe spatial relationships? • How are geometric shapes and objects classified? <p>Vocabulary: <i>figure, shape, two-dimensional figure, three-dimensional figure rectangle, circle, triangle, sides, square, equal, quadrilaterals, hexagon, pentagon, cube, perimeter, area, count by, square unit, face, angle, area, perimeter, fractions</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (BOE Approved):</p>
<p>Week 34-36 (106-117) After Lesson 110: Mastery Test 11</p>	<p>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.</p>

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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.

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.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.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.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.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $\$$ and ϕ symbols appropriately.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

	<p>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.</p>
<p>Week 37-39 (Lesson 118-128) After Lesson 120: Mastery Test 12</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”</p> <p>2.NBT.1.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).</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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.</p>

	<p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>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.</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>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.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>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.</p>
<p>Week 40-41 (Lesson 129-CT2) After Lesson 129: Mastery Test 13 After Lesson 130: Cumulative Test 2</p>	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>

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.

2.NBT.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”

2.NBT.1.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).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.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.3 Estimate lengths using units of inches, feet, centimeters, and meters.

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.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.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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.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.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Third Grade Priority Standards Map Mathematics

Third Grade Priority Standards Map Mathematics

Third Grade Legend:

Content Area		Vocabulary
Grade Level and Quarter		Weekly Pacing
Rationale		Priority Standards
Primary Instructional Materials		

Content Area: Math	
Grade Level: 3rd	Quarter: 1st
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> Students will be assessed only on the Priority Standards Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. The adopted curriculum covers multiple standards per lesson. The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) - Level D</p>	
Enduring Understandings	Essential Questions
<p>Operations and Algebraic Thinking (OA) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There is a relationship between multiplication and division. There are properties of multiplication. Multiplication and division can be used to represent and solve problems. The four operations can be used to explain the patterns in arithmetic. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> How are multiplication and division related? How do we use multiplication and division to solve problems? What are the properties of multiplication? What strategies can we use to memorize facts? How can we use the four operations to explain patterns? How do we multiply and divide within 100?

	<p>Vocabulary: whole numbers, multiply, divide, properties of multiplication, facts, number family, big number, small numbers, patterns, equation, number lines, count by</p>
<p>Number and Operations in Base Ten (NBT) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The properties of operations can be used to perform multi-digit arithmetic. • Place value is important for rounding and estimation. 	<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • Why is understanding place value important? • How do we round numbers to 1,000? • How can we use estimation and rounding in our everyday lives? <p>Vocabulary: place value, round, estimation, addition, subtraction, compare, more, less, rename, nearest, closer, place value fact</p>
<p>Measurement and Data (MD) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Measurement problems can be solved using the estimation of intervals of time, liquid volumes, and masses of objects. • Bar graphs, tables, and picture graphs represent data and can help interpret data. • Area is a geometric measurement and can relate to multiplication and addition. • Perimeter is a geometric measurement and is an attribute of plane figures, which can distinguish between linear and area measures. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • How do we tell time using the minute and hour hands on a clock? • How do we write time to the nearest minute? • How are information represented on a picture graph or bar graph? • How do we measure the perimeter of geometric shapes? • How do we measure the area of geometric shapes? <p>Vocabulary: time, hour, minute, measurement, bar graph, picture graph, represent, perimeter, area, multiplication, addition, estimation, data, square units, tables, column, row</p>
<p>Geometry (G) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are different attributes that classify geometric shapes into categories. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> • What are the differences between the different geometric shapes? • How do we classify geometric shapes? <p>Vocabulary: rectangle, square, polygons, quadrilaterals, rhombuses, sides, cube, pyramid, sphere, figure, plane, shape, triangle, hexagon, pentagon</p>
Pacing Map (by weeks):	Standards and Benchmarks (BOE Approved):
Week 1 (Placement Test)	<p>All students should be tested on the first day of instruction using the Level D Placement Test (in the Series Guide, p. 207). There are 2 sections to the placement test.</p> <p>Section 1: Students who make 0-6 errors in section 1 of the placement test should be placed at Lesson 1 of CMC Level D. Students who make 7 or more errors in section 1 of the placement test should be tested with the CMC Level C Placement Test.</p> <p>Section 2: There are 4 parts in this section. Students who pass all 4 parts of</p>

	the test should be placed at Lesson 26 of CMC Level D . Students who pass 1, 2, or 3 parts should be placed at Lesson 1 of CMC Level D .
Week 2-3 (Lesson 1-10)	<p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>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.</p> <p>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.</p>
<p>Week 4-6 (Lesson MT1-21) After Lesson 10: Mastery 1 After Lesson 20: Mastery Test 2</p> <p>There are tables that accompany the Mastery Test Answer Key that show the passing score for each part of the test and indicate the percentages for different total test scores. The Answer Key specifies Remedies for each test. Any necessary Remedies should be presented before the next lesson. All the Workbook parts needed for remedies appear in the Student Assessment Book immediately after each test.</p>	<p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Week 7-9 (Lesson 22-MT3) After Lesson 30: Mastery Test 3	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.

	<p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>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.</p> <p>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.</p> <p>3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p> <p>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.</p> <p>3.MD.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>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.</p> <p>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.</p>
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Content Area: Math	
Grade Level: 3rd	Quarter: 2nd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <p>Endurance: Those standards that provide students with knowledge and skills beyond a single test date.</p> <p>Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.</p> <p>Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.</p> 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction)</p>	
Enduring Understandings	Essential Questions
<p>Operations and Algebraic Thinking (OA) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The relationship between multiplication and division. • The properties of multiplication. • Multiplication and division can be used to represent and solve problems. • The four operations can be used to explain the patterns in arithmetic. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> • How are multiplication and division related? • How do we use multiplication and division to solve problems? • What are the properties of multiplication? • What strategies can we use to memorize facts? • How can we use the four operations to explain patterns? <p>Vocabulary: whole numbers, multiply, divide, properties of multiplication, facts, number family, big number, small numbers, patterns, equation, number lines, count by, start, end</p>
<p>Number and Operations in Base Ten (NBT) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The properties of operations can be used to perform multi-digit arithmetic. • Place value is important for rounding and estimation. 	<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • Why is understanding place value important? • How do we round numbers to 1,000? • How can we use estimation and rounding in our everyday lives? <p>Vocabulary: place value, round, estimation, addition, subtraction, compare, more, less, rename, ones, tens, hundreds, thousands, place value fact</p>
<p>Number and Operations - Fractions (NF) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fractions are used to represent a part of a whole. 	<p>Number and Operations - Fractions (NF)</p> <ul style="list-style-type: none"> • What are fractions?

<ul style="list-style-type: none"> Fractions have two parts that have different functions. Fractions are equivalent to whole numbers. 	<ul style="list-style-type: none"> How do the parts of a fraction function? How can we tell a fraction is equal or equivalent? How do we use fractions in our everyday lives? <p>Vocabulary: <i>fraction, part, whole, equal, top number, bottom number, more than, less than, equal to, whole numbers, unit, shaded parts</i></p>
<p>Measurement and Data (MD) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Measurement problems can be solved using the estimation of intervals of time, liquid volumes, and masses of objects. Bar graphs, tables, and picture graphs represent data and can help interpret data. Area is a geometric measurement and can relate to multiplication and addition. Perimeter is a geometric measurement and is an attribute of plane figures, which can distinguish between linear and area measures. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> How do we tell time using the minute and hour hands on a clock? How do we write time to the nearest minute? How are information represented on a picture graph or bar graph? How do we measure the perimeter of geometric shapes? How do we measure the area of geometric shapes? <p>Vocabulary: <i>time, hour, minute, measurement, bar graph, picture graph, represent, perimeter, area, multiplication, addition, estimation, data, square units, table, column, row</i></p>
<p>Geometry (G) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There are different attributes that classify geometric shapes into categories. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> What are the differences between the different geometric shapes? How do we classify geometric shapes? <p>Vocabulary: <i>rectangle, square, polygons, quadrilaterals, rhombuses, sides, cube, pyramid, sphere, figure, plane, shape</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks (BOE Approved):</p>
<p>Week 10-12 (Lesson 31-38)</p>	<p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the</p>

nearest 10 or 100.

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.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.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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.

3.MD.5.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.

3.MD.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7.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.

3.MD.7.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.

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.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).

	<p>Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
<p>Week 13-15 (Lesson 38-48) After Lesson 40: Mastery Test 4</p>	<p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>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.</p> <p>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.</p> <p>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 $1/b$.</p> <p>3.NF.2.a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that 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.</p> <p>3.NF.2.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.</p> <p>3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>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.</p> <p>3.MD.5.a A square with side length 1 unit, called “a unit square,” is said to</p>

	<p>have “one square unit” of area, and can be used to measure area.</p> <p>3.MD.7.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.</p> <p>3.MD.7.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.</p> <p>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.</p> <p>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.</p>
<p>Week 16-18 (Lesson 48-MT5) *Week 17 & 18 include Student/Teacher Break* After Lesson 50: Mastery Test 5</p>	<p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>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.</p> <p>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 $1/b$.</p> <p>3.NF.2.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.</p>

	<p>3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>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.</p> <p>3.MD.7.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.</p> <p>3.MD.7.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.</p> <p>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.</p>
<p>Week 19-21 (Lesson 51-61) After Lesson 60: Mastery Test 6</p>	<p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>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.</p> <p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–</p>

90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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.2.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.

3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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.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.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.7.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.

3.MD.7.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.

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.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.

Content Area: Math

Grade Level: 3rd

Quarter: 3rd

This standards map is developed with the following premises:

- Students will be assessed only on the Priority Standards
- Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards.
- The adopted curriculum covers multiple standards per lesson.
- The criteria to choose Priority/Power Standards are:

Endurance: Those standards that provide students with knowledge and skills beyond a single test date.

Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.

Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.

Primary Instructional Materials (BOE Approved):
SRA Connecting Math Concepts (Direct Instruction)

Enduring Understandings

Essential Questions

Operations and Algebraic Thinking (OA) - *Students will understand that...*

- The relationship between multiplication and division.
- The properties of multiplication.
- Multiplication and division can be used to represent and solve problems.
- The four operations can be used to explain the patterns in arithmetic.

Operations and Algebraic Thinking (OA)

- How are multiplication and division related?
- How do we use multiplication and division to solve problems?
- What are the properties of multiplication?
- What strategies can we use to memorize facts?
- How can we use the four operations to explain patterns?

Vocabulary: *group, product, multiply, divide, whole numbers, quotient, equal, symbol, properties of operations, facts, patterns, number family, table, row, column*

Number and Operations in Base Ten (NBT) - *Students will understand that...*

- The properties of operations can be used to perform multi-digit arithmetic.
- Place value is important for rounding and estimation.

Number and Operations in Base Ten (NBT)

- Why is understanding place value important?
- How do we round numbers to 1,000?
- How can we use estimation and rounding in our everyday lives?

	Vocabulary: <i>place value, thousands, hundreds, tens, ones, add, subtract, estimate, round, multiply, whole numbers, place value fact</i>
<p>Number and Operations - Fractions (NF) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Fractions are used to represent a part of a whole. Fractions have two parts that have different functions. Fractions are equivalent to whole numbers. 	<p>Number and Fractions - Fractions (NF)</p> <ul style="list-style-type: none"> What are fractions? How do the parts of a fraction function? How can we tell a fraction is equal or equivalent? How do we use fractions in our everyday lives? <p>Vocabulary: <i>fraction, part, whole, equal, top number, bottom number, more, less, equal to, whole numbers, number line, unit, mix numbers, shaded parts</i></p>
<p>Measurement and Data (MD) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Measurement problems can be solved using the estimation of intervals of time, liquid volumes, and masses of objects. Bar graphs, tables, and picture graphs represent data and can help interpret data. Area is a geometric measurement and can relate to multiplication and addition. Perimeter is a geometric measurement and is an attribute of plane figures, which can distinguish between linear and area measures. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> How do we tell time using the minute and hour hands on a clock? How do we write time to the nearest minute? How are information represented on a picture graph or bar graph? How do we measure the perimeter of geometric shapes? How do we measure the area of geometric shapes? <p>Vocabulary: <i>time, minute, hour, perimeter, area, picture graph, bar graph, shape, represent, more, less, multiply, add, data, square units, figure, estimation, liters, row, column, table, divide, ruler, line plot, volume, rectangular prism, start, end</i></p>
<p>Geometry (G) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There are different attributes that classify geometric shapes into categories. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> What are the different attributes between the geometric shapes? How do we classify geometric shapes? <p>Vocabulary: <i>polygons, quadrilaterals, sides, equal, square, rectangle, pyramid, sphere, cube, hexagon, pentagon, shape, rhombuses</i></p>
Pacing Map (by weeks):	Standards and Benchmarks (BOE Approved):
<p>Week 22-24 (Lesson 62-72) After Lesson 70: Mastery Test 7 After Mastery 7 Test: Cumulative Test 1</p>	<p>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.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>

3.OA.5 Apply properties of operations as strategies to multiply and divide.

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.

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

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.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.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.2.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.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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.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.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”

	<p>and “how many less” problems using information presented in scaled bar graphs.</p> <p>3.MD.7.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.</p> <p>3.MD.7.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.</p> <p>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.</p> <p>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.</p>
<p>Week 25-27 (Lesson 73-84) After Lesson 80: Mastery Test 8</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p>

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

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.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.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

3.NF.2.b Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

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.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.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.7.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.

3.MD.7.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

	<p>reasoning.</p> <p>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</p> <p>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.</p>
<p>Week 28-30 (Lesson 85-96) After Lesson 90: Mastery Test 9</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>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.</p> <p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–</p>

90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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.2.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.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3.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.

3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.3.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.

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.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.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.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

	<p>3.MD.7.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.</p> <p>3.MD.7.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.</p> <p>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.</p> <p>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.</p>
<p>Week 31-33 (Lesson 97-105) After Lesson 100: Mastery Test 10</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>

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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.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.

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3.NF.2.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.

3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3.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.

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3.MD.7.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.

	<p>3.MD.7.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.</p>
	<p>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.</p>

Content Area: Math	
Grade Level: 3rd	Quarter: 4th
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> ● Students will be assessed only on the Priority Standards ● Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. ● The adopted curriculum covers multiple standards per lesson. ● The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction)</p>	
Enduring Understandings	Essential Questions
<p>Operations and Algebraic Thinking (OA) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The relationship between multiplication and division. ● The properties of multiplication. ● Multiplication and division can be used to represent and solve problems. ● The four operations can be used to explain the patterns in arithmetic. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> ● How are multiplication and division related? ● How do we use multiplication and division to solve problems? ● What are the properties of multiplication? ● What strategies can we use to memorize facts? ● How can we use the four operations to explain patterns? <p style="background-color: yellow;">Vocabulary: multiply, divide, facts, product, quotient, patterns, properties of operations, group, whole numbers, equal, symbol, equation, big number, small number, column</p>

<p>Number and Operations in Base Ten (NBT) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The properties of operations can be used to perform multi-digit arithmetic. • Place value is important for rounding and estimation. 	<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • Why is understanding place value important? • How do we round numbers to 1,000? • How can we use estimation and rounding in our everyday lives? <p>Vocabulary: <i>place value, round, estimate, add, subtract, multiply, hundreds, thousands, ones, tens, more, less, nearest, place value fact</i></p>
<p>Number and Operations - Fractions (NF) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fractions are used to represent a part of a whole. • Fractions have two parts that have different functions. • Fractions are equivalent to whole numbers. 	<p>Number and Operations - Fractions (NF)</p> <ul style="list-style-type: none"> • What are fractions? • How do the parts of a fraction function? • How can we tell a fraction is equal or equivalent? • How do we use fractions in our everyday lives? <p>Vocabulary: <i>fraction, part, whole, equal, top number, bottom number, more, less, equal to, whole numbers, number line, unit, mix numbers, shaded parts</i></p>
<p>Measurement and Data (MD) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Measurement problems can be solved using the estimation of intervals of time, liquid volumes, and masses of objects. • Bar graphs, tables, and picture graphs represent data and can help interpret data. • Area is a geometric measurement and can relate to multiplication and addition. • Perimeter is a geometric measurement and is an attribute of plane figures, which can distinguish between linear and area measures. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • How do we tell time using the minute and hour hands on a clock? • How do we write time to the nearest minute? • How are information represented on a picture graph or bar graph? • How do we measure the perimeter of geometric shapes? • How do we measure the area of geometric shapes? <p>Vocabulary: <i>time, minute, hour, bar graph, picture graph, table, column, row, shape, perimeter, add, area, multiply, figure, shape, width, length, meters, liters</i></p>
<p>Geometry (G) - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are different attributes that classify geometric shapes into categories. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> • What are the differences between the different geometric shapes? • How do we classify geometric shapes? <p>Vocabulary: <i>polygons, quadrilaterals, sides, equal, square, rectangle, pyramid, sphere, cube, hexagon, pentagon, shape, rhombuses</i></p>
<p style="text-align: center;">Pacing Map (by weeks):</p>	<p style="text-align: center;">Standards and Benchmarks (BOE Approved):</p>

Week 34-36 (Lesson 106-116)
After Lesson 110: Mastery Test 11

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.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.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.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.5 Apply properties of operations as strategies to multiply and divide.

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.

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.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

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.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.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.2.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

	<p>its endpoint locates the number a/b on the number line.</p> <p>3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>3.NF.3.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.</p> <p>3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.MD.7.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.</p> <p>3.MD.7.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.</p> <p>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.</p>
<p>Week 37-39 (Lesson 117-127) After Lesson 120: Mastery Test 12</p>	<p>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.</p> <p>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</p>

equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

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.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.5 Apply properties of operations as strategies to multiply and divide.

3.OA.6 Understand division as an unknown-factor problem.

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.

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.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

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.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.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.2.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.

3.NF.3.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.

3.NF.3.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.

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.

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.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.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7.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.

3.MD.7.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.

3.MD.7.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.

3.MD.7.d 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.

	<p>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.</p> <p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
<p>Week 40-41 (Lesson 128-130) After Lesson 30: Mastery Test 13 After Mastery Test 13: Cumulative Test 2</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>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.</p> <p>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.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>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.</p> <p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–</p>

90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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.2.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.

3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3.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.

3.NF.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.3.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.

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.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.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.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7.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.

3.MD.7.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.

3.MD.7.d 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.

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.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.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Fourth Grade Priority Standards Map Mathematics

Fourth Grade Priority Standards Map Mathematics

Fourth Grade Legend:

Content Area	Vocabulary
Grade Level and Quarter	Weekly Pacing
Rationale	Priority Standards
Primary Instructional Materials	

Content Area: Math	
Grade Level: 4th	Quarter: 1st Quarter
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): Connecting Math Concepts - Level E McGraw Hill</p>	
<p>Enduring Understandings:</p> <p>OPERATION AND ALGEBRAIC THINKING</p> <ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns. 	<p>Essential Questions:</p> <p>OPERATION AND ALGEBRAIC THINKING</p> <ul style="list-style-type: none"> • How/when is it appropriate to use the different operations to solve problems? • How are factors and multiples connected? • How can you use patterns in real-world situations? <p style="background-color: #ffff00;">Vocabulary: whole number, multiply, divide, properties of multiplication, division, multiplication, equation, product, facts, patterns, factors, multiples</p>

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 OPERATION - 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.

MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand the concepts of angle and measure angles.

NUMBER AND OPERATIONS IN BASE TEN

- What is the relationship between the digits in different place value?
- How does the knowledge of place value help you in addition, subtraction, multiplication, and division?

Vocabulary: *digits , multi-digits, whole numbers, place value, standard form, expanded, word form, addition , subtraction, multiplication, division, small number , big number*

NUMBER AND OPERATION - FRACTIONS

- Why is it important to compare fractions as representations of equal parts of a whole or of a set?
- Explain how fractions are part of a whole.
- How will converting decimals and fractions (vice versa) help you in real-world situations?

Vocabulary: *equal parts, part of a whole, ordering, comparing, equivalent fractions, converting and decimals, numerator, denominator, halves, thirds, fourth, dollars, cents*

MEASUREMENT AND DATA

- How to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (and vice versa)?
- Why is it better to use the line plot when graphing fractions?
- Where do you see angles in real-world situations?

Vocabulary: *measurement, conversion, line plot, graphing , angles , perimeter, area, polygon, pentagon , quadrilateral, hexagon, data*

Pacing Map (by weeks)	Standards and Benchmarks: (CCSS):
<p>All students should be tested on the first day of instruction using the Level E Placement Test (in the Series Guide, p. 214).</p> <p>Section 1: Student who pass 10 or 11 parts. Begin CMC Level at Lesson 31. Note if possible, group students according to the number of parts passed.</p> <p>Section 2: Students who pass 6,7,8 or 9 parts or who have total score of 80 points or more Begin CMC Level E at Lesson 1</p> <p>Section 3: Student who pass 5 or fewer parts. Administer the CMC LEVEL D Placement test</p> <p style="text-align: center;">Week 1 - 3 (Lesson 1-10) Mastery Test 1</p>	<p>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</p> <p>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 the meaning of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>4.MD.2 - Use the four operations to solve measurement word problem</p> <p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world</p>
<p style="text-align: center;">Week 4 - 6 (Lesson 11-20) Mastery Test 2</p>	<p>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</p> <p>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 the meaning of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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 base</p> <p>4.MD.2 - Use the four operations to solve measurement word problem</p> <p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world</p> <p>4OA.5- Generate a number or shape pattern that follows a given rule.</p> <p>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</p>

	<p>size. Use this principle to recognize and generate equivalent fractions.differ even though the two fractions themselves are the same</p>
<p style="text-align: center;">Week 7- 9 (Lesson 21-30) Mastery Test 3</p>	<p>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</p> <p>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 the meaning of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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 base</p> <p>4.MD.2 - Use the four operations to solve measurement word problem</p> <p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world</p> <p>4NF.1- Recognize and generate equivalent fractions</p> <p>4NF4- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number</p>

	<p>4.NF.B.3 - Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>4.NF.B.3.A - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>4.NF.B.3.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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>4.NF.B.3.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.</p> <p>4.NF.B.3.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.</p>
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Content Area:Math	
Grade Level: 4th	Quarter: 2nd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> ● Students will be assessed only on the Priority Standards ● Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. ● The adopted curriculum covers multiple standards per lesson. ● The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (CCSS): Connecting Math Concepts - Level E</p>	

Enduring Understandings:

OPERATION AND ALGEBRAIC THINKING

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

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 OPERATION - 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

Essential Questions:

OPERATION AND ALGEBRAIC THINKING

- How/when is it appropriate to use the different operations to solve problems?
- How are factors and multiples connected?
- How can you use patterns in real-world situations?

Vocabulary: *patterns , data, factors, multiples , equation*

NUMBER AND OPERATIONS IN BASE TEN

- What is the relationship between the digits in different place value?
- How does the knowledge of place value help you in addition, subtraction, multiplication, and division?

Vocabulary: *dividend, divisor, remainders, multiples, whole numbers, factors , place value ,largest multiple*

NUMBER AND OPERATION - FRACTIONS

- Why is it important to compare fractions as representations of equal parts of a whole or of a set?
- Explain how fractions are part of a whole.
- How will converting decimals and fractions (vice versa) help you in real-world situations?

Vocabulary: *equal parts, part of a whole, ordering, comparing, equivalent fractions, converting and decimals, numerator, denominator, halves, thirds, fourths, numerator, denominator, equivalent, mixed numbers , improper fractions, tenths, hundredths*

<p>MEASUREMENT AND DATA</p> <ul style="list-style-type: none"> ● Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ● Represent and interpret data. ● Geometric measurement: understand concepts of angle and measure angles. 	<p>MEASUREMENT AND DATA</p> <ul style="list-style-type: none"> ● How to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (and vice versa)? ● Why is it better to use the line plot when graphing fractions? ● Where do you see angles in real-world situations? <p><i>Vocabulary: perimeter , area , customary, metric, distance, length, time, conversion, line plot, graph, angles, acute, obtuse, right, protractor, line,point, parallel, perpendicular</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 - 3 (Lesson 31-40) Mastery Test 4</p>	<p>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</p> <p>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 meaning of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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 base</p> <p>4.NBT.6 - Find number quotient and remainder with up to four digit dividends and one digit divisor</p> <p>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.</p> <p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world</p> <p>4.OA.4 - Find all factor pairs for a whole number in the range 1-100</p>

	<p>4.NF.1 - Recognize and generate equivalent fractions.</p> <p>4.NF.3 - Understand addition and subtraction as joining and separating parts referring to the same whole</p>
<p>Week 4 - 6 (Lesson 41-50) Mastery Test 5</p>	<p>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</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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 base</p> <p>4.NBT.6 - Find number quotient and remainder with up to four digit dividends and one digit divisor</p> <p>4.MD.2 - Use the four operations to solve measurement word problem</p> <p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world</p> <p>4.OA.1 - Interpret a multiplication equation as a comparison</p> <p>4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison</p> <p>4.NF.1 - Recognize and generate equivalent fractions</p> <p>4.NF.3 - Understand addition and subtraction as joining and separating parts referring to the same whole</p> <p>4.NF.6 - Use decimal notation for fraction with denominator 10 or 100</p>
<p>Week 7 - 9 (Lesson 51-60) Mastery Test 6</p>	<p>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</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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 base</p> <p>4.NBT.6 - Find number quotient and remainder with up to four digit dividends and one digit divisor</p> <p>4.MD.1 - Know relative sizes of measurement and conversion</p> <p>4.MD.3 -Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>

	<p>4.OA.1 - Interpret a multiplication equation as a comparison</p> <p>4.OA.2 - Multiplication/Division word problems</p> <p>4.NF.3 - Understand addition and subtraction as joining and separating parts</p> <p>4.NF.6 - Use decimal notation for fraction with denominator 10 or 100</p>
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Content Area:Math	
Grade Level: 4th	Quarter: 3rd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <p>Endurance: Those standards that provide students with knowledge and skills beyond a single test date.</p> <p>Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.</p> <p>Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.</p> 	
<p>Primary Instructional Materials (CCSS): Connecting Math Concepts - Level E McGraw Hill</p>	
<p>Enduring Understandings:</p> <p>OPERATION AND ALGEBRAIC THINKING</p> <ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns. 	<p>Essential Questions:</p> <p>OPERATION AND ALGEBRAIC THINKING</p> <ul style="list-style-type: none"> • How/when is it appropriate to use the different operations to solve problems? • How are factors and multiples connected? • How can you use patterns in real-world situations? <p style="background-color: #ffff00;">Vocabulary: , patterns , properties of operations</p>

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 OPERATION - 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.

MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand the concepts of angle and measure angles.

GEOMETRY

NUMBER AND OPERATIONS IN BASE TEN

- What is the relationship between the digits in different place value?
- How does the knowledge of place value help you in addition, subtraction, multiplication, and division?
- How can I use place value to compare two numbers?
- How do I decide what strategy will work best in solving a problem?

Vocabulary:

factors , multiples, addition, subtraction ,multiplication, division , quotient,sum, difference

NUMBER AND OPERATION - FRACTIONS

- Why is it important to compare fractions as representations of equal parts of a whole or of a set?
- Explain how fractions are part of a whole.
- How will converting decimals and fractions (vice versa) help you in real-world situations?

Vocabulary : *compare, equal parts of a whole, part of a whole , decimals , fractions, converting , mixed numbers , decimals, irregular denominator , numerator,percent , ratios ,*

MEASUREMENT AND DATA

- How to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (and vice versa)?
- Why is it better to use the line plot when graphing fractions?
- Where do you see angles in real-world situations?

Vocabulary :

Unit of conversion , line plot , angles , measurements ,

<ul style="list-style-type: none"> ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 	<p>GEOMETRY</p> <ul style="list-style-type: none"> ● Where do you see lines, figures, and angles in real-world situations? ● How will your knowledge of lines, figures and angles help you in real-world situations? ● <i>Why do I need to know about angles and symmetry?</i> <p>Vocabulary : degrees of angles , supplementary angles, vertical angles, lines,line segment, ray, parallel, perpendicular</p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 - 3 (Lesson 61-70) Mastery Test 7 Cumulative Test 1</p>	<p>4.NBT.1 - Generalized place value understanding multi-digit whole number 4.NBT.2 - Read, write, expanded, and compare numbers digits of whole numbers 4.NBT.4 - Add and subtract multi digit numbers using standard algorithm 4.NBT.5 - Multiply numbers up to four digits by a one digit whole number 4.NBT.6 - Find number quotient and remainder with up to four digit dividends and one digit divisor 4.MD.1- Know relative sizes of measurement and conversion 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. 4.MD.3 -Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 4.MD.5 -Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand the concepts of angle measurement: 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.</p>

	<p>4.OA.1 - Interpret a multiplication equation as a comparison</p> <p>4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison</p> <p>4.NF.1-Recognize and generate equivalent fractions</p> <p>4.NF.3 - Understand addition and subtraction as joining and separating parts referring to the same whole</p> <p>4.NF.4 - Multiply whole number and fraction</p> <p>4.NF.6 - Use Decimal notation for fraction with denominator 10 or 100</p>
<p style="text-align: center;">Week 4 - 5 (Lesson 71-80) Mastery Test 8</p>	<p>4.NBT.1 Generalized place value understanding multi-digit whole number</p> <p>4.NBT.3 - Use place value understanding to rounding multi digit whole numbers to any place</p> <p>4.NBT.4 - Add and subtract multi digit numbers using standard algorithm</p> <p>4.NBT.5 - Multiply numbers up to four digits by a-one digit whole number</p> <p>4.NBT.6 - Find number quotient and remainder with up to four digit dividends and one digit divisor</p> <p>4.MD.1- Know relative sizes of measurement and conversion</p> <p>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.</p> <p>4.MD.3 -Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.5 -Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand the concept of angle measurement:</p> <p>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.</p> <p>4.OA.1 - Multiplication comparison and statement</p> <p>4.OA.2 - Multiplication/Division word problems</p> <p>4.NF.1 - Recognize and generate equivalent fractions</p>

	<p>4.NF.3 - Understand addition and subtraction as joining and separating parts referring to the same whole</p> <p>4.NF.4 - Multiply whole number and fraction</p> <p>4.NBT.5 - Multiply numbers up to four digits by a one digit whole number</p> <p>4.NF.6 - Use Decimal notation for fraction with denominator 10 or 100</p>
<p style="text-align: center;">Week 6 - 7 (Lesson 81-90) Mastery Test 9</p>	<p>4.NBT.1-Generalized place value understanding multi-digit whole number</p> <p>4.NBT.3 - Use place value understanding to rounding multi digit whole numbers to any place</p> <p>4.NBT.4 - Add and subtract multi digit numbers using standard algorithm</p> <p>4.NBT.5 - Multiply numbers up to four digits by a one digit whole number</p> <p>4.NBT.6 - Find number quotient and remainder with up to four digit dividends and one digit divisor</p> <p>4.MD.1- Know relative sizes of measurement and conversion</p> <p>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.</p> <p>4.MD.3 -Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.5 -Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand the concepts of angle measurement:</p> <p>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.</p> <p>4.OA.1 - Multiplication comparison and statement</p> <p>4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison</p> <p>4.NF.1- Understanding Fraction and ordering</p> <p>4.NF.3 -Understand addition and subtraction as joining and separating parts referring to the same whole</p>

	<p>4.NF.4 - Multiply whole number and fraction</p> <p>4.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.</p>
<p>Week 8-9 (Lesson 91-100) Mastery Test 10</p>	<p>4.NBT.1 - Generalized place value understanding multi-digit whole number</p> <p>4.NBT.3 -Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4.MD.3 -Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.5 -Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understands the concepts of angle Measurement:</p> <p>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.</p> <p>4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison</p> <p>4.OA.4 - Find all factor pairs for a whole number in the range 1-100.</p> <p>4.NF.1- Use this principle to recognize and generate equivalent fractions.</p>

	<p>4.NF.3 - Understand addition and subtraction as joining and separating parts referring to the same whole</p> <p>4.NF.2 - Compare two fractions with different numerators and different denominators</p> <p>4.NF.4 - Multiply whole number and fraction</p> <p>4.NF.6 - Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.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.</p>
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Content Area: Math	
Grade Level: 4th	Quarter: 4th
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <p>Endurance: Those standards that provide students with knowledge and skills beyond a single test date.</p> <p>Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction.</p> <p>Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction.</p> 	
<p>Primary Instructional Materials (CCSS): Connecting Math Concepts - Level E McGraw Hill</p>	
<p>Enduring Understandings:</p> <p>OPERATION AND ALGEBRAIC THINKING</p>	<p>Essential Questions:</p> <p>OPERATION AND ALGEBRAIC THINKING</p>

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

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 OPERATION - 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.

MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

GEOMETRY

- How/when is it appropriate to use the different operations to solve problems?
- How are factors and multiples connected?
- How can you use patterns in real-world situations?

Vocabulary:

Function table, coordinates, equations, function table , coordinate grid, plot points, algebraic equations

NUMBER AND OPERATIONS IN BASE TEN

- What is the relationship between the digits in different place value?
- How does the knowledge of place value help you in addition, subtraction, multiplication, and division?

Vocabulary :

Prime numbers, addition, subtraction , multiplication, division, composite numbe

NUMBER AND OPERATION - FRACTIONS

- Why is it important to compare fractions as representations of equal parts of a whole or of a set?
- Explain how fractions are part of a whole.
- How will converting decimals and fractions (vice versa) help you in real-world situations?

Vocabulary:

Equal parts , fractions, ratio , mixed numbers, percent, inverse operations , decimals, factors, numerator, denominator, prime factor

MEASUREMENT AND DATA

- How to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (and vice versa)?

<ul style="list-style-type: none"> ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 	<ul style="list-style-type: none"> ● Why is it better to use the line plot when graphing fractions? ● Where do you see angles in real-world situations? <p>Vocabulary : Area , perimeter , line fractions, protractor , line plot</p> <p>GEOMETRY</p> <ul style="list-style-type: none"> ● Where do you see lines, figures, and angles in real-world situations? ● How will your knowledge of lines, figures and angles help you in real-world situations? <p>Vocabulary: Lines, segments, rays, angles , right angles, right triangles, acute angles, obtuse angles, acute , obtuse triangle , intersection, parallel, intersecting lines</p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (CCSS):</p>
<p>Week 1 - 3 (Lesson 101-110) Mastery Test 11</p>	<p>4.NBT.3 - Use place value understanding to rounding multi digit whole numbers to any place</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>4.MD.3 -Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.5 -Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand the concepts of angle measurement:</p> <p>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.</p> <p>4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison</p> <p>4.OA.4 - Find all factor pairs for a whole number in the range 1-100.</p> <p>4.NF.1- Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.3 - Understand addition and subtraction as joining and separating parts referring to the same whole</p> <p>4.NF.2 - Compare two fractions with different numerators and different denominators</p> <p>4.NF.4 - Multiply whole number and fraction</p> <p>4.NF.6 - Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.NF.7 - Compare two decimals to hundredths by reasoning about their size.</p> <p>4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.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</p>
<p style="text-align: center;">Week 4 - 6 (Lesson 111-120) Mastery Test 12</p>	<p>4.NBT.1 - Generalized place value understanding multi-digit whole number</p> <p>4.NBT.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>4.NBT.3 -Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>

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.

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.

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.

4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

4.MD.5 - Recognize angles as geometric shapes that are formed wherever two rays shared a common endpoint, and understand the concepts of angle measurement:

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.

4.OA.1 - Interpret a multiplication equation as a comparison

4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison

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

4.OA.4 - Find all factor pairs for a whole number in the range 1-100

4.OA.5 - Generate a number or shape pattern that follows a given rule.

4.NF.1 - Use this principle to recognize and generate equivalent fractions.

4.NF.2 - Compare two fractions with different numerators and different denominators

4.NF.3 - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

	<p>4.NF.4 - Solve word problems involving multiplication of a fraction by a whole number</p> <p>4.NF.6 - Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.NF.7 - Compare two decimals to hundredths by reasoning about their size.</p> <p>4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.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</p>
<p style="text-align: center;">Week 7 - 9 (Lesson 121-130) Mastery Test 13 Cumulative Test 2</p>	<p>4.NBT.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>4.NBT.3 - Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p> <p>4.MD.1 - Know relative sizes of measurement units within one system of units</p> <p>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.</p> <p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.4 - Make a line plot to display a data set of measurements in fractions of a unit</p>

4.MD.5 -Recognize angles as geometric shapes that are formed wherever two rays shared a common endpoint, and understand the concepts of angle measurement:

4.MD.6 - Measure angles in whole-number degrees using a protractor.

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.

4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison

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.

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.

4.NF.1 - Use this principle to recognize and generate equivalent fractions.

4.NF.2 - Compare two fractions with different numerators and different denominators,

4.NF.3 - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.4 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

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

4.NF.6 - Use decimal notation for fractions with denominators 10 or 100.

4.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.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

Fifth Grade Priority Standards Map Mathematics

Fifth Grade Priority Standards Map Mathematics

Fifth Grade Legend:

	Content Area		Vocabulary
	Grade Level and Quarter		Weekly Pacing
	Rationale		Priority Standards
	Primary Instructional Materials		

Content Area: Math	
Grade Level: 5th	Quarter: 1st
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> Students will be assessed only on the Priority Standards Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. The adopted curriculum covers multiple standards per lesson. The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) Level F McGraw Hill</p>	
Enduring Understandings <i>Big Idea(s)-Students will understand that...</i>	Essential Questions
<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> Algebraic representations are used to communicate and generalize patterns in mathematics. There is an order of operations that must be followed in all mathematical expressions. Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions. An algebraic expression or equation can be represented in a variety of ways that have the same value. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> What can affect the relationship between numbers? <p>Vocabulary: <i>number, digit, parentheses, brackets, numerical expressions, value, calculate, patterns, relationships, ordered pairs, graph, coordinate plane, fact-families, column problem, rows, data tables.</i></p>

<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • The number system is based on a well-defined system. • Every numerical operation has an inverse. • Computational fluency requires efficient, accurate and flexible methods for computing. • Rational numbers can be represented in multiple ways. • The number system is based on a well-defined system. • Every numerical operation has an inverse. • Computational fluency requires efficient, accurate and flexible methods for computing. • Rational numbers can be represented in multiple ways. In a multi-digit number, a number 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. • Multiplying by a power of 10 shifts the digits of a whole number or decimal that many places to the left. The exponent not only indicates how many places the decimal is moving, but also that you are multiplying or making the number 10 times greater, three times, when you multiply 10 (3). 	<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • How do we round decimals? • How do we compare decimals? • What patterns occur in our number system? • How do we solve problems with whole numbers and decimals? <p>Vocabulary: <i>place value, place-value fact, small number, big number, times (x) multiplication, product, decimal point, power, exponent, expanded form, greater than >, less than <, equal to =, whole number, division, divisors, quotient, dividend, addition, sum, subtraction, difference, calculations, properties, operations, reasoning, equivalent.</i></p>
<p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> • A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways. • Fractions and decimals represent a relationship between two numbers. • Fractions can be used to aid in explaining real world problems. • Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions. • The use of area models, fraction strips, and number lines are effective strategies to model sums and differences. • Equivalent fractions are critical when adding and subtracting fractions with unlike denominators. • Fractions are division models. • Use your knowledge of fractions and equivalence to develop algorithms for adding and subtracting. • A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways. • Fractions and decimals represent a relationship between two numbers. • Fractions can be used to aid in explaining real world problems. 	<p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> • How do we add, subtract and multiply fractions? • How does multiplying fractions relate to real world problems? <p>Vocabulary: <i>fraction, unit fraction, bottom number (denominator), like denominators, top number (numerator), place value, expanded notation, inverse operations, multiplication, number families with letters, division, dividend, quotient, fraction analysis, whole number, group, diagram, place-value, multiplication, product, scaling (resizing), factor, parts, shaded parts, diagram, ratio, proportion, least common multiple.</i></p>

<ul style="list-style-type: none"> • Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions. • The use of area models, fraction strips, and number lines are effective strategies to model products and quotients. • Fractions are division models. • Multiplication can be interpreted as scaling/resizing. • Use your knowledge of fractions and equivalence to develop algorithms for multiplying and dividing. 	
<p>Geometry (G)</p> <ul style="list-style-type: none"> • Two-dimensional shapes can be described and classified by their properties. • Two-dimensional shapes are composed of various parts that are described with precise vocabulary. • The coordinate plane can be used to model and compare numerical patterns. • On the coordinate plane, a point represents the two facets of information associated with an ordered pair. • Graphical representations can be used to make predictions and interpretations about real world situations. • In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis. • The coordinate plane can be used to model and compare numerical patterns. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> • How do we graph ordered pairs? • What are the properties of 2 dimensional figures? <p>Vocabulary: <i>perpendicular lines (axes), coordinate system, origin (intersection of the lines), coordinates (ordered pair of numbers), quadrant (in a coordinate plane), rectangle, square, polygons, quadrilaterals, rhombus, sides, cube, pyramid, sphere, figure, plane, shape, triangle, hexagon, pentagon, angles, right angle, diagram.</i></p>
Pacing Map (by weeks):	Standards and Benchmarks CCSS (BOE Approved):
<p>Week 1</p> <p>All students should be tested on the first week of instruction using the Level F Placement Test (in the Series Guide, p. 223). There are 2 sections to the placement test.</p> <p>Section 1: Students who fail 3 or more parts in section 1 of the placement test will need to be administered the Level E CMC Placement Test (in the Series Guide, p. 215-218; 12 parts). Students who make pass 3 or more parts in section 1 of the placement test should begin CMC Level F at Lesson 1.</p> <p>Section 2: There are 4 parts in this section. Students who score 19 points or more of the test should begin Lesson 16 of CMC Level F. Students who score 18 points or less should begin at Lesson 1 of CMC Level F.</p> <p>Glossary of terms can be found in student text.</p>	

<p>Week 2-3 (Lesson 1-8)</p>	<p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p>
<p>Week 4-6 (Lesson MT1A-19) After Lesson 8: Mastery Test 1A After Lesson 15: Mastery Test 1B</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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, 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.</p> <p>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.</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.5.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>5.NF.5.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>

Week 7-9 (Lesson 20-28)
After Lesson 20: Mastery Test 2

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

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.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.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.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

5.NF.5.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.

5.NF.5.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.

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).
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Content Area: Math	
Grade Level: 5th	Quarter: 2nd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) Level F McGraw Hill</p>	
Enduring Understandings	Essential Questions
<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> • Algebraic representations are used to communicate and generalize patterns in mathematics. • There is an order of operations that must be followed in all mathematical expressions. • Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions. • An algebraic expression or equation can be represented in a variety of ways that have the same value. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> • How can patterns help us problem solve? • How are the values of an algebraic expression and numerical expression found? • How is the order of an expression determined? • How can you write a variety of expressions that have the same value? • How do parentheses, brackets, and braces affect the way you simplify expressions? • How are the values of an algebraic expression and numerical expression found? <p>Vocabulary: <i>number, digit, parentheses, brackets, commas, numerical expressions, value, calculate, patterns, relationships, ordered pairs, graph, coordinate plane, fact-families, column problem, rows, data tables.</i></p>

Number and Operations in Base Ten (NBT)

- The number system is based on a well-defined system.
- Every numerical operation has an inverse.
- Computational fluency requires efficient, accurate and flexible methods for computing.
- Rational numbers can be represented in multiple ways.
- The number system is based on a well-defined system.
- Every numerical operation has an inverse.
- Computational fluency requires efficient, accurate and flexible methods for computing.
- Rational numbers can be represented in multiple ways. In a multi-digit number, a number 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.
- Multiplying by a power of 10 shifts the digits of a whole number or decimal that many places to the left. The exponent not only indicates how many places the decimal is moving, but also that you are multiplying or making the number 10 times greater, three times, when you multiply 10 (3)

Number and Operations in Base Ten (NBT)

- How does understanding the structure of the number system help you solve problems?
- How can you use the inverse of a numerical operation to help you compute an answer?
- Which mathematical skills are necessary to be fluent in computation?
- How can you represent rational numbers in multiple ways?
- How can sums and differences of decimals be estimated?
- What are the standard procedures for adding and subtracting whole numbers and decimals?
- How does understanding the structure of the number system help you solve problems? •
- How can you use the inverse of a numerical operation to help you compute an answer?
- Which mathematical skills are necessary to be fluent in computation?
- How can you represent rational numbers in multiple ways?
- What occurs when decimals are multiplied, divided, or ordered by 10 or powers of 10?
- What are the standard procedures for estimating and finding products involving decimals?
- What are the standard procedures for estimating and finding quotients involving decimals?

Vocabulary: each, every, place value, place-value fact, small number, big number, "of" or times (x) multiplication, product, decimal point, power, exponent, expanded form, greater than $>$, less than $<$, equal to $=$, whole number, mixed-number, division, divisors, quotient, dividend, addition, sum, subtraction, difference, calculations, properties, operations, reasoning, equivalent, round(s/ed/ing).

Number and Operations - Fractions (NF)

- A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways.
- Fractions and decimals represent a relationship between two numbers.
- Fractions can be used to aid in explaining real world problems.
- Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions. • The use of area models, fraction strips, and number lines are effective strategies to model sums and differences.

Number and Operations - Fractions (NF)

- How is computation with rational numbers similar or different to whole number computation? • What does it mean to add and subtract fractions with unlike denominators?
- How do you add and subtract fractional parts with like and unlike denominators?
- What does it mean to add and subtract mixed numbers?
- What is a standard procedure for adding and subtracting.
- How is computation with rational numbers similar or different to whole number computation?
- How do you use previous understandings of multiplication and division to multiply or divide fractions?

<ul style="list-style-type: none"> • Equivalent fractions are critical when adding and subtracting fractions with unlike denominators. • Fractions are division models. • Use your knowledge of fractions and equivalence to develop algorithms for adding and subtracting. • A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways. • Fractions and decimals represent a relationship between two numbers. • Fractions can be used to aid in explaining real world problems. • Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions. • The use of area models, fraction strips, and number lines are effective strategies to model products and quotients. • Fractions are division models. • Multiplication can be interpreted as scaling/resizing. • Use your knowledge of fractions and equivalence to develop algorithms for multiplying and dividing. 	<ul style="list-style-type: none"> • How does multiplication and division of fractions help to solve real world problems? • What does it mean to multiply a number by a fraction? • What are the standard procedures for estimating and finding products and quotients of fractions and mixed numbers? mixed numbers? <p>Vocabulary: <i>fraction, unit fraction, simple fraction, bottom number (denominator), like denominators, top number (numerator), place value, expanded notation, inverse operations, multiplication, number families with letters, division, dividend, quotient, fraction analysis, whole number, group, diagram, place-value, multiplication, product, scaling (resizing), factor, parts, shaded parts, diagram, ratio, proportion, least common multiple.</i></p>
<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • Measurement processes are used in everyday life to describe and quantify the world. • Changes and relationships in the physical world can be understood through measurement. • Measurement problems can be solved using the appropriate tools. • Volume is an attribute of three-dimensional space and is measured in cubic units. • Volume is additive. • Multiple rectangular prisms can have the same volume. • Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions. • Measurement processes are used in everyday life to describe and quantify the world. • Changes and relationships in the physical world can be understood through measurement. • Measurement problems can be solved using the appropriate tools. • Data analysis is formulating questions that can be addressed, explored, and synthesized with relevant information. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • In the real world, how do you solve problems relating to measurement? • What is volume and how is it used in real life? • How do you determine the volume of a cube or rectangular prism? • How can three-dimensional shapes be represented and analyzed? • What does the volume of a rectangular prism mean and how can it be found? How does it relate to the area of a rectangle? • In the real world, how do you solve problems relating to measurement? • How do you compare and convert units of measure using the metric system? • What are the metric measurement units and how are they related? • What occurs when whole numbers are multiplied or divided by 10 or a power of 10? • How can problems be solved using information represented in a line plot? • How can numbers be used to describe certain data sets? <p>Vocabulary: <i>convert, units of measurement (ft, cm, etc.), conversions, line plot, data set, volume, cubic unit, area, perimeter.</i></p>

<p>Geometry (G)</p> <ul style="list-style-type: none"> ● Two-dimensional shapes can be described and classified by their properties. ● Two-dimensional shapes are composed of various parts that are described with precise vocabulary. ● The coordinate plane can be used to model and compare numerical patterns. ● On the coordinate plane, a point represents the two facets of information associated with an ordered pair. ● Graphical representations can be used to make predictions and interpretations about real world situations. ● In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis. ● The coordinate plane can be used to model and compare numerical patterns. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> ● How can we describe, classify, and name different shapes (polygons, triangles, and quadrilaterals)? ● How can angles be measured and classified? ● Why is it important to use precise language and mathematical tools in the study of two-dimensional shapes? ● How can describing, classifying, and comparing properties of two-dimensional shapes be using in solving problems in our three-dimensional world? ● What is the purpose of a coordinate plane? ● How do you plot a point on a coordinate plane? ● How can graphing points on a coordinate plane help you predict and interpret a given situation? ● How can we show the relationship between sequences on a graph? ● How can graphing points on the coordinate plane help to solve real world and mathematical problems? <p>Vocabulary: <i>perpendicular lines (axes), coordinate system, origin (intersection of the lines), coordinates (ordered pair of numbers), quadrant (in a coordinate plane), rectangle, square, polygons, quadrilaterals, rhombus, sides, cube, pyramid, sphere, figure, plane, shape, triangle, hexagon, pentagon, angles, right angle, diagram.</i></p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks (BOE Approved):</p>
<p>Week 10-12 (Lesson 29-35) After Lesson 30: Mastery Test 3</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.5.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>5.NF.5.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> <p>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).</p>
<p>Week 13-15 (Lesson 36-47) After Lesson 40: Mastery Test 4</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard</p>

	<p>algorithm.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.5.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>5.NF.5.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>
<p>Week 16-18 (Lesson 48-MT5) ***Week 17/18 - HOLIDAYS After Lesson 50: Mastery Test 5</p>	<p>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, 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.</p> <p>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.</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions that refers to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use</p>

	<p>benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p>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.</p>
<p>Week 19-21 (Lesson 51-Cumulative Test 1) After Lesson 60: Mastery Test 6 After Lesson MT6: Cumulative Test 1</p>	<p>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.</p> <p>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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, 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.</p> <p>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.</p> <p>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.</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions that refers 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.</p> <p>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.</p> <p>5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b</p>

	<p>equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p>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.</p> <p>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).</p> <p>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.</p>
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Content Area: Math	
Grade Level: 5th	Quarter: 3rd
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) Level F McGraw Hill</p>	
Enduring Understandings	Essential Questions

Operations and Algebraic Thinking (OA)

- Algebraic representations are used to communicate and generalize patterns in mathematics.
- There is an order of operations that must be followed in all mathematical expressions.
- Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions.
- An algebraic expression or equation can be represented in a variety of ways that have the same value.

Operations and Algebraic Thinking (OA)

- How can patterns help us problem solve?
- How are the values of an algebraic expression and numerical expression found?
- How is the order of an expression determined?
- How can you write a variety of expressions that have the same value?
- How do parentheses, brackets, and braces affect the way you simplify expressions?
- How are the values of an algebraic expression and numerical expression found?

Vocabulary: Algebraic expression, numerical expression, equation, order of operation, expression

Number and Operations in Base Ten (NBT)

- The number system is based on a well-defined system.
- Every numerical operation has an inverse.
- Computational fluency requires efficient, accurate and flexible methods for computing. • Rational numbers can be represented in multiple ways.
- The number system is based on a well-defined system.
- Every numerical operation has an inverse.
- Computational fluency requires efficient, accurate and flexible methods for computing.
- Rational numbers can be represented in multiple ways. In a multi-digit number, a number 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.
- Multiplying by a power of 10 shifts the digits of a whole number or decimal that many places to the left. The exponent not only indicates how many places the decimal is moving, but also that you are multiplying or making the number 10 times greater, three times, when you multiply 10 (3).

Number and Operations in Base Ten (NBT)

- How does understanding the structure of the number system help you solve problems?
- How can you use the inverse of a numerical operation to help you compute an answer?
- Which mathematical skills are necessary to be fluent in computation?
- How can you represent rational numbers in multiple ways?
- How can sums and differences of decimals be estimated?
- What are the standard procedures for adding and subtracting whole numbers and decimals?
- How does understanding the structure of the number system help you solve problems? •
- How can you use the inverse of a numerical operation to help you compute an answer?
- Which mathematical skills are necessary to be fluent in computation?
- How can you represent rational numbers in multiple ways?
- What occurs when decimals are multiplied, divided, or ordered by 10 or powers of 10?
- What are the standard procedures for estimating and finding products involving decimals?
- What are the standard procedures for estimating and finding quotients involving decimals?

Vocabulary: rational numbers, numerical operation, exponent (power), inverse, sum, difference, product, quotient, dividend, divisor, digits, computation, base, greatest common factor.

Number and Operations - Fractions (NF)

- A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways.
- Fractions and decimals represent a relationship between two numbers.
- Fractions can be used to aid in explaining real world problems.
- Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions.
- The use of area models, fraction strips, and number lines are effective strategies to model sums and differences.
- Equivalent fractions are critical when adding and subtracting fractions with unlike denominators.
- Fractions are division models.
- Use your knowledge of fractions and equivalence to develop algorithms for adding and subtracting.
- A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers.
- Rational numbers can be represented in multiple ways.
- Fractions and decimals represent a relationship between two numbers.
- Fractions can be used to aid in explaining real world problems.
- Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions.
- The use of area models, fraction strips, and number lines are effective strategies to model products and quotients.
- Fractions are division models.
- Multiplication can be interpreted as scaling/resizing.
- Use your knowledge of fractions and equivalence to develop algorithms for multiplying and dividing.

Measurement and Data (MD)

- Measurement processes are used in everyday life to describe and quantify the world.
- Changes and relationships in the physical world can be understood through measurement.
- Measurement problems can be solved using the appropriate tools.
- Volume is an attribute of three-dimensional space and is measured in cubic units.
- Volume is additive.
- Multiple rectangular prisms can have the same volume.

Number and Fractions - Fractions (NF)

- How is computation with rational numbers similar or different to whole number computation? • What does it mean to add and subtract fractions with unlike denominators?
- How do you add and subtract fractional parts with like and unlike denominators?
- What does it mean to add and subtract mixed numbers?
- What is a standard procedure for adding and subtracting.
- How is computation with rational numbers similar or different to whole number computation?
- How do you use previous understandings of multiplication and division to multiply or divide fractions?
- How does multiplication and division of fractions help to solve real world problems?
- What does it mean to multiply a number by a fraction?
- What are the standard procedures for estimating and finding products and quotients of fractions and mixed numbers? mixed numbers?

Vocabulary: numerator, denominator, mixed numbers, quotients, products, scaling, equivalence, unlike denominators, like denominator, estimation, number line, cross cancellation, simplify,

Measurement and Data (MD)

- In the real world, how do you solve problems relating to measurement?
- What is volume and how is it used in real life?
- How do you determine the volume of a cube or rectangular prism?
- How can three-dimensional shapes be represented and analyzed?
- What does the volume of a rectangular prism mean and how can it be found? How does it relate to the area of a rectangle?
- In the real world, how do you solve problems relating to measurement?

<ul style="list-style-type: none"> ● Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions. ● Measurement processes are used in everyday life to describe and quantify the world. ● Changes and relationships in the physical world can be understood through measurement. ● Measurement problems can be solved using the appropriate tools. ● Data analysis is formulating questions that can be addressed, explored, and synthesized with relevant information. 	<ul style="list-style-type: none"> ● How do you compare and convert units of measure using the metric system? ● What are the metric measurement units and how are they related? ● What occurs when whole numbers are multiplied or divided by 10 or a power of 10? ● How can problems be solved using information represented in a line plot? • How can numbers be used to describe certain data sets? <p>Vocabulary: volume, cube, rectangular prism, three-dimensional shapes, metric system, quantify, synthesize, convert, area, pi, radius, distance, height, square units, cubic units.</p>
<p>Geometry (G)</p> <ul style="list-style-type: none"> ● Two-dimensional shapes can be described and classified by their properties. ● Two-dimensional shapes are composed of various parts that are described with precise vocabulary. ● The coordinate plane can be used to model and compare numerical patterns. ● On the coordinate plane, a point represents the two facets of information associated with an ordered pair. ● Graphical representations can be used to make predictions and interpretations about real world situations. ● In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis. ● The coordinate plane can be used to model and compare numerical patterns. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> ● How can we describe, classify, and name different shapes (polygons, triangles, and quadrilaterals)? ● How can angles be measured and classified? ● Why is it important to use precise language and mathematical tools in the study of two-dimensional shapes? ● How can describing, classifying, and comparing properties of two-dimensional shapes be used in solving problems in our three-dimensional world? ● What is the purpose of a coordinate plane? ● How do you plot a point on a coordinate plane? ● How can graphing points on a coordinate plane help you predict and interpret a given situation? ● How can we show the relationship between sequences on a graph? ● How can graphing points on the coordinate plane help to solve real world and mathematical problems? <p>Vocabulary: quadrilaterals, polygons, triangles, coordinate planes, plots, graph, x-axis, y-axis, numerical pattern, point.</p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks (BOE Approved):</p>
<p>Week 22-24 (Lesson 61-71) After Lesson 70: Mastery Test 7</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>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.</p> <p>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</p>

	<p>the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p>5.NF.5.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>5.NF.5.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> <p>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.</p> <p>5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>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.</p>
<p>Week 25-27 (Lesson 72-82) After Lesson 80: Mastery Test 8</p>	<p>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.</p> <p>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.</p> <p>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals,</p>

number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

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, 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.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.

5.NF.2 Solve word problems involving addition and subtraction of fractions refer 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.

5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

5.NF.5.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.

5.NF.5.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.

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.7.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.

5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

	<p>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.</p>
<p>Week 28-30 (Lesson 83-93)</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>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.</p> <p>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.</p> <p>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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, 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.</p> <p>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.</p> <p>5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p>5.NF.5.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>5.NF.5.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>

	<p>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.</p> <p>5.NF.7.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.</p> <p>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.</p> <p>5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p>
<p>Week 31-33 (Lesson 94-MT10) After Lesson 100: Mastery Test 10</p>	<p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p> <p>5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p>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.</p> <p>5.NF.7.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.</p> <p>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.</p> <p>5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in</p>

	<p>the context of solving real world and mathematical problems.</p> <p>5.MD.5.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.</p>
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Content Area: Math	
Grade Level: 5th	Quarter: 4th
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Students will be assessed only on the Priority Standards • Teachers can expose students to or have students practice all the other standards but they will not be assessed on those standards. • The adopted curriculum covers multiple standards per lesson. • The criteria to choose Priority/Power Standards are: <ul style="list-style-type: none"> Endurance: Those standards that provide students with knowledge and skills beyond a single test date. Leverage: Those standards that provide knowledge and skills that are necessary for success in the next grade or level of instruction. Readiness: Those standards that provide the knowledge and skills that are necessary for success in the next grade or level of instruction. 	
<p>Primary Instructional Materials (BOE Approved): SRA Connecting Math Concepts (Direct Instruction) Level F McGraw Hill</p>	
Enduring Understandings	Essential Questions
<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> • Algebraic representations are used to communicate and generalize patterns in mathematics. • There is an order of operations that must be followed in all mathematical expressions. • Parentheses, brackets, or braces are used to guide the order of operations when simplifying expressions. • An algebraic expression or equation can be represented in a variety of ways that have the same value. 	<p>Operations and Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> • What can affect the relationship between numbers? <p>Vocabulary: mathematical expressions, simplifying expressions, order of operations, parentheses, brackets, braces, distributive property.</p>
<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • The number system is based on a well-defined system. 	<p>Number and Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> • How do we round decimals?

<ul style="list-style-type: none"> • Every numerical operation has an inverse. • Computational fluency requires efficient, accurate and flexible methods for computing. • Rational numbers can be represented in multiple ways. • The number system is based on a well-defined system. • Every numerical operation has an inverse. • Computational fluency requires efficient, accurate and flexible methods for computing. • Rational numbers can be represented in multiple ways. In a multi-digit number, a number 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. • Multiplying by a power of 10 shifts the digits of a whole number or decimal that many places to the left. The exponent not only indicates how many places the decimal is moving, but also that you are multiplying or making the number 10 times greater, three times, when you multiply 10 (3). 	<ul style="list-style-type: none"> • How do we compare decimals? • What patterns occur in our number system? • How do we solve problems with whole numbers and decimals? <p>Vocabulary: mathematical expression, patterns, numerical operation, inverse, rational numbers, exponents, equivalent fractions, fractions, decimals</p>
<p>Number and Operations - Fractions (NF)</p> <ul style="list-style-type: none"> • A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways. • Fractions and decimals represent a relationship between two numbers. • Fractions can be used to aid in explaining real world problems. • Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions. • The use of area models, fraction strips, and number lines are effective strategies to model sums and differences. • Equivalent fractions are critical when adding and subtracting fractions with unlike denominators. • Fractions are division models. • Use your knowledge of fractions and equivalence to develop algorithms for adding and subtracting. • A unified understanding of numbers is developed by recognizing fractions and decimals as different representations of rational numbers. • Rational numbers can be represented in multiple ways. • Fractions and decimals represent a relationship between two numbers. • Fractions can be used to aid in explaining real world problems. • Benchmark fractions and other strategies aid in estimating the reasonableness of results with operations of fractions. • The use of 	<p>Number and Operations - Fractions (NF)</p> <ul style="list-style-type: none"> • How do we add, subtract and multiply fractions? • How does multiplying fractions relate to real world problems? <p>Vocabulary: rational numbers, fractions, like denominator, unlike denominators, fraction, equivalence, sums, differences, products, quotients, probability, percent(age), parts of a group, average, spinner.</p>

<p>area models, fraction strips, and number lines are effective strategies to model products and quotients.</p> <ul style="list-style-type: none"> • Fractions are division models. • Multiplication can be interpreted as scaling/resizing. • Use your knowledge of fractions and equivalence to develop algorithms for multiplying and dividing. 	
<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • Measurement processes are used in everyday life to describe and quantify the world. • Changes and relationships in the physical world can be understood through measurement. • Measurement problems can be solved using the appropriate tools. • Volume is an attribute of three-dimensional space and is measured in cubic units. • Volume is additive. • Multiple rectangular prisms can have the same volume. • Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions. • Measurement processes are used in everyday life to describe and quantify the world. • Changes and relationships in the physical world can be understood through measurement. • Measurement problems can be solved using the appropriate tools. • Data analysis is formulating questions that can be addressed, explored, and synthesized with relevant information. 	<p>Measurement and Data (MD)</p> <ul style="list-style-type: none"> • How do we convert measurements within systems? • How do we represent the inside of a 3 dimensional figure? <p>Vocabulary: additive, volume, convert, volume, cubic units, three dimensional figure, prisms, formulate, area, base.</p>
<p>Geometry (G)</p> <ul style="list-style-type: none"> • Two-dimensional shapes can be described and classified by their properties. • Two-dimensional shapes are composed of various parts that are described with precise vocabulary. • The coordinate plane can be used to model and compare numerical patterns. • On the coordinate plane, a point represents the two facets of information associated with an ordered pair. • Graphical representations can be used to make predictions and interpretations about real world situations. • In a coordinate plane, the first number indicates how far to travel from the origin in the direction of the x-axis and the second number indicates how far to travel in the direction of the y-axis. 	<p>Geometry (G)</p> <ul style="list-style-type: none"> • How do we graph ordered pairs? • What are the properties of 2 dimensional figures? <p>Vocabulary: coordinate plane, line plot, numerical pattern, prediction, interpretation, graphical representations, ordered pairs, x-axis, y-axis,</p>

<ul style="list-style-type: none"> The coordinate plane can be used to model and compare numerical patterns. 	<p>properties, two-dimensional figures.</p>
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks (BOE Approved):</p>
<p>Week 34-36 (Lesson 101-111) After Lesson 110: Mastery Test 11</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>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 $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>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.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>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</p>

	<p>the problem.</p> <p>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.</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>Week 37-39 (Lesson 112-119)</p>	<p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>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.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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, 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5.NF.4.b 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.</p>

	<p>Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>5.NF.5.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>5.NF.5.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> <p>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.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p> <p>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.</p>
<p>Week 40 (Lesson 120-Cumulative Test 2) After Lesson 120: Mastery Test 12</p>	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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, 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.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties</p>

of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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.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.

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.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

5.NF.4.b 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. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.5.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.

5.NF.5.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.

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.7.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.

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.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.3.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.

5.MD.3.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.

5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD.5.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, e.g., to represent the associative property of multiplication.

5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

5.MD.5.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.

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.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.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

