**FIRST QUARTER**

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| **Extended****Standards** | **Content Statement** | **Assessment****Formative Summative** |
| NBT.35.1a | Use place value understanding to round multi-digit whole numbers to the nearest 10s or 100s. |  |  |
| NBT.35.3a | Decompose multi-digit whole numbers by their place values and expanded form up to 1000 (e.g., 457: 4 hundreds, 5 tens, 7 ones; four hundred fifty-seven; 400 + 50 + 7). |  |  |
| NBT.35.5a | Compare two-digit numbers based on values of the digits in each place, using >, =, and < symbols (e.g. 56>52; 45<56). |  |  |
| NBT.35.6a | Add and subtract within 100 with ease using strategies and algorithms based on place value, the properties of operations, and/or the relationship between addition and subtraction (no calculator). |  |  |
| NBT.35.7a | Multiply multiples of 100 by a one-digit whole number, using strategies based on place value and the properties of operations. |  |  |
| NBT.35.10a | Compare two decimal numerals written up to the hundredths place using >, = and < symbols. |  |  |
| NBT,35.11a | Round decimals in hundredths to the nearest tenths. |  |  |
| NBT.35.13a | Add and subtract decimals to hundredths. |  |  |
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**SECOND QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| OA.35.1a | Represent products of whole numbers up to 10 x 10 using arrays (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each). |  |  |
| OA.35.2a | Represent quotients of whole numbers up to 100 using partitions (groupings) (e.g., divide a set of objects into equal groups). |  |  |
| OA.35.4a | Apply the commutative, associative, and distributive properties as strategies to multiply and divide. |  |  |
| OA.35.5a | Solve multiplication and division number sentences with 100 (e.g., solve: 9 x 6=?). |  |  |
| OA.35.6a | Fluently solve for products of 2 one digit numbers up to 100. |  |  |
| OA.35.9a | Identify and explain arithmetic patterns in number charts and addition and multiplication tables. |  |  |
| OA.35.11a | Generate and extend a sequence (numeric pattern) (e.g., for generate: give the next 4 terms of a pattern when given the rule). |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| MD.35.1a | Tell time to the nearest 15 minutes. |  |  |
| MD.35.3a | Measure and estimate liquid volumes and masses of objects using standard units of measure (e.g., measuring cup, scale). |  |  |
| MD.35.6a | Convert within one system of units (e.g., convert between km, m, cm; kg, g; lb., oz; L, mL; hr., min, sec). |  |  |
| MD.35.7a | Create a line plot from a given or collected data set with measurements in factions (1/2, ¼). Interpret the line plot, including addition and subtraction of fractions by using information presented in the line plot. |  |  |
| MD.35.8a | Multiply side lengths to find area of rectangles with whole-number side lengths and understand that the area of all rectangles is length x width. |  |  |
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**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| G.35.1a | Solve problems involving graphing (limit to first quadrant). |  |  |
| G.35.3a | Identify perpendicular and parallel lines, and angles (right, acute, obtuse) in two-dimensional figures. |  |  |
| G.35.4a | Partition circles and rectangles into two, three or four equal parts; identify the parts as “halves,” “thirds,” “ quarters,” “half of,” “a third of,” or “a quarter of,” and identify the whole as “two halves,” “three thirds,” “four fourths” or “four quarters.” |  |  |
| G.35.5a | Determine whether a figure has a line of symmetry. |  |  |
| G.35.8a | Identify cubes, rectangular prisms, cones, cylinders and spheres. |  |  |
| NF.35.1a | Identify a/b on a number line running from 0 to 1 that is partitioned into be equal parts, up to 10 (e.g., when a =2 and b=3, 2/3 means dividing the whole into 3 equal parts and adding 2 parts together). |  |  |
| NF.35.2a | Generate simple equivalent fractions (e.g., ½ = 2/4, 4/6 = 2/3, 5/5 = 1 = 3/3; identify which is equivalent to ½). |  |  |
| NF.35.3a | Compare two fractions with different denominators using >, < or = symbols. |  |  |
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