**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.35.2a | Multiply one-digit whole numbers by 10 (e.g., 3 x 10 = 30). |  |  |
| NBT.35.4a | Translate between multi-digit whole number numerals and words. |  |  |
| 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.35.13a | 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.35.5a | Solve multiplication and division number sentences within 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. |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| MD.35.2a | Solve word problems involving addition and subtraction of time intervals in 15 minutes. |  |  |
| MD.35.4a | Solve 1-step, real-world word problems involving mass, volume or money using the appropriate operation (multiplication, addition, subtraction). |  |  |
| MD.35-6a | Convert within one system of units (e.g., convert between km, m, cm; kg, g; lb., or; L, mL; hr., min, sec).  |  |  |
| MD.35.7a | Create a line plot from a given or collected data set with measurements in fractions (1/2, ¼). Interpret the line plot, including addition and subtractions 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.35.2a | Classify shapes by their defining attributes (e.g., quadrilaterals, triangles, number of sides and angles). |  |  |
| 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.35.6a | Compose simple shapes from other basic shapes (e.g., a rectangle can be composed from two right triangles). |  |  |
| G.35.7a | Describe the relative positions of objects using terms such as “above,” “below,” “beside,” “in front,” “behind,” and “next to.” |  |  |
| G.35.8a | Identify cubes, rectangular prisms, cones, cylinders and spheres. |  |  |
| 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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