|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Standards to Teach/ACAP Lesson** | **Date Retested** | **Number of students scoring 80% or above** |
| Nov. 18-22 | Solve problems with whole numbers using the four operations.  1. Interpret and write equations for multiplicative comparisons |  |  |
| Dec. 2-6 | 2. Solve word problems involving multiplicative comparison using drawings and write  equations to represent the problem, using a symbol for the unknown number. |  |  |
| Dec. 9-13 | 3. Determine and justify solutions for multi‐step word problems, including problems  where remainders must be interpreted.  a. Write equations to show solutions for multi‐step word problems with a letter  standing for the unknown quantity.  15. Model and justify decompositions of fractions and explain addition and subtraction of  fractions as joining or separating parts referring to the same whole.  a. Decompose a fraction as a sum of unit fractions and as a sum of fractions with  the same denominator in more than one way using area models, length models,  and equations. |  |  |
| Dec. 16-20 | 3. Determine and justify solutions for multi‐step word problems, including problems  where remainders must be interpreted.  b. Determine reasonableness of answers for multi‐step word problems, using mental  computation and estimation strategies including rounding.  15. Model and justify decompositions of fractions and explain addition and subtraction of  fractions as joining or separating parts referring to the same whole.  c. Solve word problems involving addition and subtraction of fractions and mixed  numbers having like denominators, using drawings, visual fraction models, and  equations to represent the problem.  16. Apply and extend previous understandings of multiplication to multiply a whole number  times a fraction.  a. Model and explain how a non‐unit fraction can be represented by a whole number  times the unit fraction. |  |  |
| Jan. 6-10 | 4. For whole numbers in the range 1 to 100, find all factor pairs, identifying a number as a  multiple of each of its factors.  a. Determine whether a whole number in the range 1 to 100 is a multiple of a given  one-digit number.  16. Apply and extend previous understandings of multiplication to multiply a whole number  times a fraction.  b. Extend previous understanding of multiplication to multiply a whole number times  any fraction less than one. |  |  |
| Jan. 13-17 | 4. For whole numbers in the range 1 to 100, find all factor pairs, identifying a number as a  multiple of each of its factors.  b. Determine whether a whole number in the range 1 to 100 is prime or composite.  17. Express, model, and explain the equivalence between fractions with denominators of  10 and 100.  a. Use fraction equivalency to add two fractions with denominators of 10 and 100. |  |  |
| Jan.21-24 | 5. Generate and analyze a number or shape pattern that follows a given rule. |  |  |
| Jan. 27-31 | 6. Using models and quantitative reasoning, explain that in a multi‐digit whole number, a  digit in any place represents ten times what it represents in the place to its right. |  |  |
| Feb. 3-7 | 7. Read and write multi‐digit whole numbers using standard form, word form, and  expanded form.  18. Use models and decimal notation to represent fractions with denominators of 10  and 100.  21. Select and use an appropriate unit of measurement for a given attribute (length,  mass, liquid volume, time) within one system of units: metric ‐ km, m, cm; kg, g, l, ml;  customary ‐ lb, oz; time ‐ hr, min, sec.  a. Within one system of units, express measurements of a larger unit in terms of a  smaller unit. Record measurement equivalents in a two‐column table. |  |  |
| Feb. 10-14 | 8. Use place value understanding to compare two multi‐digit numbers using >, =,  and < symbols.  22. Use the four operations to solve measurement word problems with distance, intervals  of time, liquid volume, mass of objects, and money.  a. Solve measurement problems involving simple fractions or decimals. |  |  |
| Feb. 17-21 | 9. Round multi‐digit whole numbers to any place using place value understanding.  22. Use the four operations to solve measurement word problems with distance, intervals  of time, liquid volume, mass of objects, and money.  b. Solve measurement problems that require expressing measurements given in a  larger unit in terms of a smaller unit. |  |  |
| Feb. 24-28 | 10. Use place value strategies to fluently add and subtract multi‐digit whole numbers and  connect strategies to the standard algorithm.  22. Use the four operations to solve measurement word problems with distance, intervals  of time, liquid volume, mass of objects, and money.  c. Represent measurement quantities using diagrams such as number line diagrams  that feature a measurement scale. |  |  |
| March 3-7 | 11. Find the product of two factors (up to four digits by a one‐digit number and two  two‐digit numbers), using strategies based on place value and the properties of  operations.  a. Illustrate and explain the product of two factors using equations, rectangular  arrays, and area models.  23. Apply area and perimeter formulas for rectangles in real‐world and mathematical  situations. |  |  |
| March 10-14 | 12. Use strategies based on place value, properties of operations, and/or the relationship  between multiplication and division to find whole‐number quotients and remainders  with one-digit divisors and up to four‐digit dividends.  a. Illustrate and/or explain quotients using equations, rectangular arrays, and/or  area models.  24. Identify an angle as a geometric shape formed wherever two rays share a common  endpoint. |  |  |
| March 17-21 | 14. Compare two fractions with different numerators and different denominators using  concrete models, benchmarks (0, \_\_1  2 , 1), common denominators, and/or common  numerators, recording the comparisons with symbols >, =, or <, and justifying the  conclusions.  a. Explain that comparison of two fractions is valid only when the two fractions refer  to the same whole.  27. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular  and parallel lines, and identify these in two‐dimensional figures. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| March 24-28 | **Spring Break** |  |  |
| April 1 - 5 |  |  |  |
| April 8-12 |  |  |  |