| Mathematics | December | March | June |
|---|---|---|---|
| **Multiplies and divides with automaticity** | **M:** Student multiplies and divides within 100. Multiplication and division: 21-30. | **M:** Student multiplies and divides within 100. Multiplication and division: 26-30. | **M:** Student multiplies and divides within 100. Multiplication and division: 30. |
| | **P:** Student multiplies and divides within 100. Multiplication and division: 11-20. | **P:** Student multiplies and divides within 100. Multiplication and division: 11-25. | **P:** Student multiplies and divides within 100. Multiplication and division: 16-25. |
| **Generalizes place value understanding with multi-digit whole numbers** | N/A | **M:** Student consistently reads and writes multi-digit whole numbers to 1,000,000 in standard, word and expanded form. Student consistently reads, writes and compares two multi-digit numbers using <, >, = symbols to record the results. Student consistently uses place value understanding to estimate and/or round multi-digit whole numbers within a 1,000,000. | **M:** Student consistently reads and writes multi-digit whole numbers to 1,000,000 in standard, word and expanded form. Student consistently reads, writes and compares two multi-digit numbers using <, >, = symbols to record the results. Student consistently uses place value understanding to estimate and/or round multi-digit whole numbers within a 1,000,000. |
| | N/A | **P:** Student inconsistently reads and writes multi-digit whole numbers to 1,000,000 in standard, word and expanded form. Student inconsistently reads, writes and compares two multi-digit numbers using <, >, = symbols to record the results. Student inconsistently uses place value understanding to estimate and/or round multi-digit whole numbers within a 1,000,000. | **P:** Student inconsistently reads and writes multi-digit whole numbers to 1,000,000 in standard, word and expanded form. Student inconsistently reads, writes and compares two multi-digit numbers using <, >, = symbols to record the results. Student inconsistently uses place value understanding to estimate and/or round multi-digit whole numbers within a 1,000,000. |

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| **Uses place value and properties of operations to perform multi-digit computation** | **M:** Student consistently multiplies four digit by one digit whole numbers and two digit by two digit whole numbers using strategies. Student can find whole number quotients and remainders with one digit divisors. | **M:** Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student consistently solves multi-step word problems using the four operations. | **M:** Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student consistently solves multi-step word problems using the four operations. |
| | **P:** Student inconsistently multiplies four digit by one digit whole numbers and two digit by two digit whole numbers using strategies. Student can find whole number quotients and remainders with one digit divisors. | **P:** Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Students will inconsistently solve multi-step word problems using the four operations. | **P:** Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Students will inconsistently solve multi-step word problems using the four operations. |
| **Creates, compares and computes with fractions** | **N/A** | **M:** Student consistently recognizes and generates equivalent fractions, compares, composes/decomposes. Students add and subtract fractions with like denominators. | **M:** Student consistently recognizes and generates equivalent fractions, compares, composes/decomposes. Students add and subtract fractions with like denominators, and multiply fractions by whole numbers. |
| | | **P:** Student inconsistently recognizes and generates equivalent fractions, compares, composes/decomposes. Students add and subtract fractions with like denominators. | **P:** Student inconsistently recognizes and generates equivalent fractions, compares, composes/decomposes. Students add and subtract fractions with like denominators, and multiply fractions by whole numbers. |
| **Solves problems using measurement** | **N/A** | **N/A** | **M:** Student accurately measures rotations and draws angles using a protractor. Student knows relative sizes of metric and customary measurements. Student consistently solves word problems involving measurement and measurement conversions. |

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| | | | **P:** Student is working towards accurate use of a protractor. Student knows some relative sizes of metric and customary measurements. Student inconsistently solves word problems involving measurement and measurement conversions. |
| **Classifies shapes by attributes** | **N/A** | **N/A** | **M:** Student consistently draws, identifies, and measures lines and angles. Student consistently classifies shapes by properties of their lines and angles. |
| | | | **P:** Student inconsistently draws, identifies, and measures lines and angles. Student inconsistently classifies shapes by properties of their lines and angles. |
| **Constructs viable arguments and justifies reasoning within problem solving** | **M:** Student consistently represents their thinking and explains why solutions are accurate. Student consistently uses estimation to determine reasonableness of answer. Student consistently questions the reasoning of others. | **M:** Student consistently represents their thinking and explains why solutions are accurate. Student consistently uses estimation to determine reasonableness of answer. Student consistently questions the reasoning of others. | **M:** Student consistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student consistently estimates to determine reasonableness of answers. Student consistently questions the reasoning of others. |
| | **P:** Student inconsistently represents their thinking. Student inconsistently uses estimation and rounding to assess the reasonableness of their answer. Student inconsistently questions the reasoning of others. | **P:** Student inconsistently represents their thinking. Student inconsistently uses estimation and rounding to assess the reasonableness of their answer. Student inconsistently questions the reasoning of others. | **P:** Student inconsistently represents their thinking. Student inconsistently uses estimation and rounding to assess the reasonableness of their answer. Student inconsistently questions the reasoning of others. |